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ABSTRACT

In compliance with Texas legislation, the Austin Independent School District (AISD), Texas, provides two programs to serve students identified as limited English proficient (LEP): Bilingual Education (BE), which provides dual language instruction in the major content areas and English as a Second Language (ESL), which provides intensive English instruction. ESL is both a component of BE and a stand-alone program. On each campus, the Language Proficiency Assessment Committee decides the program that best addresses each student's needs. In the 2000-2001 school year the AISD enrolled 13,740 LEP students, of whom 94% were Spanish speakers. In 1991-1992, such students comprised 9.7% of the student population of the school district, and in the 2000-2001 school year, they represented 17.8% of all district students. This report contains data on the passing rates of these students for the Texas Assessment of Academic Skills (TAAS). TAAS passing rates were highest for the elementary grades, and a higher percentage of AISD LEP students generally passed the TAAS than did LEP students in the state as a whole. In the 2000-2001 school year, 1,262 students exited the BE/LEP program, and these student had generally done well on the TAAS. The report also details professional staff development activities for the BE and ESL programs, describes LEP summer school instruction, and discusses the AISD Emergency Immigrant Education Program. Recommendations for program improvement are made based on the findings of this evaluation. Seven appendixes contain supplemental information about participating students and the programs, mostly in table form. (Contains 20 tables, 22 figures, and 5 references.) (SLD)

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Bilingual Education/ESL Program Evaluation, 2000-01

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Bilingual Education/ESL Program Evaluation, 2000-01
Austin Independent School District

EXECUTIVE SUMMARY

IN compliance with the Texas Education Codes δ29.062 and δ42.153 and Chapter 89.1265 of the Texas Administrative Code, Austin Independent School District (Austin ISD) provides two programs to serve students identified as limited English proficient (LEP): Bilingual Education, (BE), which provides dual-language (English and the native language) instruction in the major content areas; and English as a Second Language (ESL), which provides intensive English instruction. ESL is both a component of BE and a stand-alone program. On each campus, the Language Proficiency Assessment Committee (LPAC) makes instructional decisions that determine the program which best addresses each student's language needs. The program in which a student participates depends on the student's home language, grade level, language dominance, and program availability. Services for some language minority students also are provided through the district's special education program. Ultimately, parental permission is required for participation in either the bilingual or ESL program.

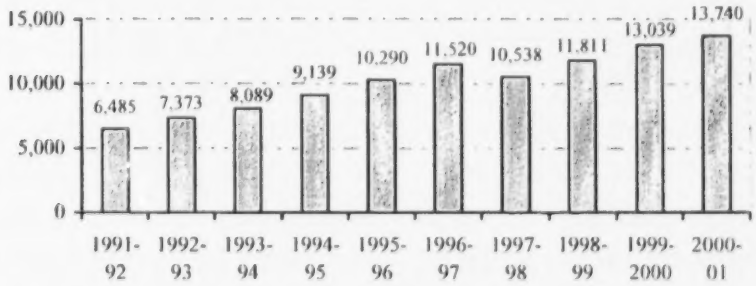
In 2000-01, Austin ISD enrolled 13,740 LEP students: 94% were Spanish speakers, 2% spoke Vietnamese, <1% spoke Korean, Mandarin or other Chinese languages, and 3% spoke other languages. Most (92%) language minority students in Austin ISD were served through either the BE or ESL Program. The parents of 1,145 (8%) LEP students declined BE or ESL Program services.

Major Findings

Growth in LEP Population

As presented in the figure below, with the exception of 1997-98, the numbers of LEP students (served plus denials) attending Austin ISD have increased during the past several years. In 1991-92, LEP students comprised 9.7% of the student population and in 2000-01 they comprised 17.8% of all district students.

Growth of Austin ISD LEP Student Population, 1991-92 Through 2000-01



Data Source: Office of Program Evaluation records

LEP Students Served and Academic Achievement

Highlights of some of the 2000-01 achievement results for LEP students include:

- The highest percentages of LEP students passing the English TAAS occurred in elementary grades with mathematics in grade 5 (84%), followed closely by reading in grade 3 (82%), and in mathematics in grade 4 (78%).
- The lowest percentages of LEP students passing the English TAAS occurred in secondary grades with writing in grade 8 (30%), followed closely by reading in grade 7 (39%), and in writing in grade 10 (39%).
- A higher percentage of Austin ISD LEP students in grades 3, 4, and 5 passed TAAS reading than did LEP students statewide. At all other grades, a lower percentage of Austin ISD students passed TAAS reading than LEP students statewide. The largest difference was in grade 8, where 49% of Austin ISD LEP students passed compared to 60% LEP students statewide.
- A higher percentage of Austin ISD LEP students in grade 3 passed TAAS mathematics than did LEP students statewide. At all other grades, a lower percentage of Austin ISD students passed TAAS mathematics than LEP students statewide. The largest difference was in grade 10, where 52% of Austin ISD LEP students passed compared to 65% LEP students statewide.
- The percentages of Austin ISD LEP students passing TAAS writing were lower in all grades than for LEP students statewide. The largest difference was in grade 8, where only 30% of Austin ISD LEP students passed compared to 45% LEP students statewide.
- Increases in percentages passing TAAS reading, mathematics, and writing between 1999-2000 and 2000-01 were made in reading grades 3, 5, 7, and 10; in mathematics in all grades; and in writing in grade 10.
- Austin ISD LEP students in grades 3, 4, and 5 had lower percentages passing Spanish TAAS reading and mathematics than did LEP students statewide.
- With the exceptions of grades 3 and 5 in Spanish TAAS reading, the percentages of Austin ISD LEP students passing Spanish TAAS reading and mathematics at grades 4 and 6 have increased from 1997-98 to 2000-01.
- Of the 5,588 students who were administered the Reading Proficiency Tests in English (RPTE) in 2000-01, 38% reached an Advanced Proficiency Rating, 26% an Intermediate Proficiency Rating, and 36% obtained a Beginning Proficiency Rating.

Exited LEP Students

In 2000-01, 1,262 LEP students were exited from the Bilingual/ESL Program. The achievement of the exited LEP students as measured by TAAS indicated that the percentages of these students passing all grades tested for reading were between 82% and 98%; the percentages passing mathematics were between 84% and 96%; and in writing, the percentages passing were between 74% and 97%. In 2000-01, the percentages passing TAAS for all exited LEP students were higher than the percentages passing for Austin ISD students by grade and by subject area, with the exception of writing in grade 8 where the percentage passing was slightly higher for Austin ISD students.

Professional Staff Development

The planning and coordination among the bilingual staff resulted in 51 professional development workshops, which were attended by 1,228 participants. Most participants who responded to the evaluation surveys gave positive ratings to content and instruction, the instructor, and to the application of training. Where appropriate, positive ratings were given to implementation of what was learned.

LEP Summer School

Austin ISD provided summer school instruction to 1,574 kindergarten and grade 1 LEP students at six elementary campuses. Program eligibility was based on a student having limited English proficiency, and having reached the appropriate age for kindergarten and first grade. A total of 101 teachers provided instruction to LEP students for 22 days during a period of four consecutive weeks. The overall program attendance rate for the LEP participants in summer school was 82%.

Two assessment instruments were administered by the LEP summer school program: the Texas Primary Reading Inventory (TPRI) to both the K and grade 1 students; and the first grade students also were administered the Developmental Reading Assessment (DRA). During the 22 days of instruction, 65% (n=423) of the students with valid scores showed improvement in their text reading levels gains by advancing one or more reading levels on the DRA. However, a total of 35% of the students did not show any measurable gain and/or maintained their original text reading level.

Emergency Immigrant Education Program

In 2000-01, Austin ISD provided instructional services to 3,628 immigrant students – 2,436 elementary school students (grades pre-K-6), 665 middle/junior high school students (grades 6-8), and 527 high school students (grades 9-12). Immigrant students in elementary schools are served through bilingual education and ESL, and in middle/junior high and high school through ESL. The state standards regarding TAAS performance are applicable to immigrant students. In anticipation of the upcoming challenging assessment requirements, an ESL Summer Institute has been implemented for immigrant students in grades 6-8 for the past three years. Students participate in a highly interactive language-rich environment in four academic classes (English language arts, reading, mathematics, and science). In 2000-01, the ESL Summer Institute provided academic instruction to 155 immigrant students.

During the summer, high school immigrant students participated in a scholarship program to assist them with tuition support in order to facilitate the attainment of high school credits required for graduation. At the end of the 2000-01 school year, tuition scholarships were offered to 68 immigrant high students of whom 48 enrolled during the summer. The 48 students obtained a total of 32 full credits and 21.5 one-half credits.

The English Language Learners Academy (ELLA) was created at Webb MS in 2000-01 to address the varying levels of literacy skills of immigrant students in their native language. Webb and Pearce Middle Schools participated in the academy, which was implemented during the school year. A total of 233 students participated in ELLA:

189 were from Webb MS and 44 were from Pearce MS. The curriculum was organized to accommodate student's varying levels of English and Spanish or other native language oral language proficiencies (beginner, intermediate, or advanced). Intensive balanced literacy in the native language was provided in the core curriculum and the program was phonemic-based.

Recommendations

Based on the LEP student data gathered for the 2000-01 school year, the following recommendations are suggested for consideration.

1. LEP students especially, those in middle/junior high and high school, who have not acquired sufficient academic English proficiency to transition to an all-English classroom environment will need accelerated instruction. Early review of LEP students' academic performance will determine the type of language and academic support they will need to pass the English TAAS. Knowing the type of instructional needs of LEP students can assist the administrator in making instructional resource allocations and staff projections, planning professional development, and purchasing appropriate instructional materials.
2. Although the percentages of LEP students passing English and Spanish TAAS have increased through the years, the passing standards have become more rigorous. Therefore, more specific guiding standards and expectations for academic progress in the bilingual and ESL classroom must be defined. For example, student assessment data can be studied at the campus and classroom level, and used to guide instruction and determine the progress students are making towards specific achievement goals.
3. Although the ELLA is currently addressing the language needs of students at Webb MS, other middle/junior high schools with a high concentration of immigrant students should review the instructional model and determine if it would be viable on their campuses. In addition, the middle schools should establish the necessary linkages with the LPAC chairperson at the receiving high schools in order to facilitate the student's instructional placement.
4. To improve the achievement of LEP students, Austin ISD must continue to offer and encourage campus staff attendance at professional staff development in second language acquisition, successful strategies for struggling readers, preparation and practice for ESL and bilingual certification examinations, and legal changes in the Texas Education Code regarding assessment, and the governance of the LPAC. In addition, Austin ISD should continue to develop the ESL Workshop Series and Sheltered Content Teacher Training that were started in 2000-01 for middle/junior high and high school teachers.
5. The LPAC committees should utilize the RPTE scores of students who did not change English proficiency levels, from beginning to intermediate or intermediate to advanced, to determine instructional and testing decisions.
6. Develop a database that will allow LEP summer school participants to be examined over time to determine if there is a relationship between summer school participation and passing TAAS reading.

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BILINGUAL EDUCATION/ESL PROGRAM EVALUATION 2000-01

EVALUATION MANDATE

The evaluation of the Austin Independent School District's (Austin ISD) Bilingual Education/English as a Second Language (BE/ESL) Program is the responsibility of the Office of Program Evaluation (OPE), with the cooperation and assistance from the Austin ISD's Department of Bilingual Education. State law has mandated the evaluation of BE/ESL Program since 1976. In reference to program evaluation, Chapter 89.1265 of the Texas Administrative Code states the following:

a) *All districts required to conduct a bilingual education or English as a second language program shall conduct periodic assessment and continuous diagnosis in the languages of instruction to determine program impact and student outcomes in all subject areas.*

b) *Annual reports of educational performance shall reflect the academic progress in either language of the limited English proficient students, to the extent to which they are becoming proficient in English, the number of students who have been exited from the bilingual education and English as a second language programs, and the number of teachers and aides trained and the frequency, scope, and results of the training. These reports shall be retained at the district level to be made available to monitoring teams according to Chapter 89.1260 of this title (related to Monitoring of Program and Enforcing Law and Commissioner's Rules). (See Appendix A for a reproduction of the law mandating program evaluation.)*

EVALUATION PLAN FOR 2000-01

During the 2000-01 school year, the evaluation plan for the Bilingual Education/ English as a Second Language Program was reviewed and revised through an interactive process involving the bilingual director, instructional coordinators, and the evaluation and accountability staff. The evaluation plan specifies the evaluation questions to be answered and the information sources that will supply the responses to the evaluation questions. The evaluation plan addresses areas of focus mandated by state law as well as local issues. This report will describe the characteristics of immigrant students, their academic progress, and two special programs that serve them (the ESL Summer Institute, and the English Language Learners Academy at Webb Middle School).

Evaluation Overview

Evaluation information was obtained from various sources, the most important of which is the district's Limited English Proficient Students (LEPS) Master File. This data system contains a wide range of information about each limited English proficient (LEP) student, including performance on standardized achievement tests. Achievement in language of instruction is tracked over time. Demographic and achievement outcome information are secured from other district data files. Program effectiveness is investigated by the comparison of these outcome indicators for LEP students being served, LEP students whose parents refuse program services, and LEP students who have exited the Bilingual Education/ESL Program referred to as former LEP students. Programmatic information and professional staff development details were obtained from the bilingual instructional coordinators. Data regarding the Emergency Immigrant Program's (EIP) expenditures and program services were provided by budget records and by program staff.

Unless otherwise noted, all student numbers reported were obtained from the district's computer datasets, many of which are used for the state-required Public Information Management Systems (PEIMS) fall reporting.

Program Overview

Texas law requires that every student with a home Language Other Than English (LOTE) and who is identified as limited English proficient (LEP) be provided a full opportunity to participate in a Bilingual Education (BE) or English as a Second Language (ESL) program. The Texas Administrative Code states the following:

> *"The goal of bilingual education program shall be to enable limited English proficient students to become competent in the comprehension, speaking, reading and composition of the English language through the development of literacy and academic skills in the primary language and English.... The goal of the English as a second language programs shall be to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods. Both programs shall emphasize the mastery of English language skills, as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable limited English proficient students to participate equitably in school."*

The law continues and states, *"...Such programs shall use instructional approaches designed to meet the special needs of limited English proficient students. The basic curriculum content of the programs shall be based on the essential skills and knowledge required by the state."* (Chapter 89.Subchapter 89.1201) Those students (hereafter referred to as bilingual students) must be identified in a timely manner and must be provided one of two basic programs:

- Bilingual education (BE), a program of dual language instruction including instruction in the home language and English as a Second Language, is

provided to students in any language classification for which there are 20 or more students enrolled in the same grade level in a district; or

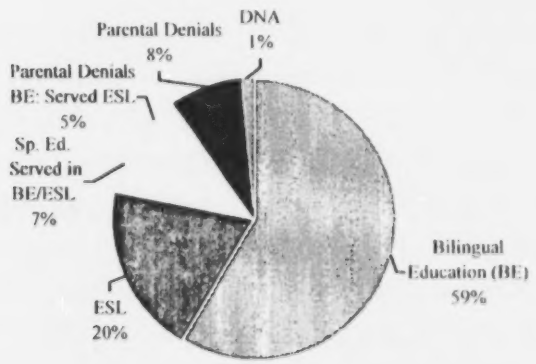
- English as a Second Language (ESL), a program of specialized instruction in English, is provided to students who do not receive bilingual education and to students whose parents refuse dual-language instruction, but approve ESL.

In compliance with state law, Austin ISD provides two programs to serve students identified as LEP: bilingual education, which provides dual language instruction in major content areas; and ESL, which provides intensive English instruction. ESL is both a component of bilingual education, as well as a stand-alone program. Services for some language minority students also are provided through special education. The school's Language Proficiency Assessment Committee (LPAC), which makes instructional placement and testing decisions, determines which program can best address the student's language needs. The program in which a particular student participates depends on the student's home language, grade level, language dominance, and program availability. *Parental permission is required for all programs.*

Figure 1 presents the percent of students served in each program, as well as the percent of parent denials. *"Denial" is the legal term used to address students whose parents decline bilingual or ESL program services.* In the 2000-01 school year, there were 13,740 LEP students (17.8% of Austin ISD student population) identified by the program staff, of which:

- 8,051 students (59%) were served by bilingual education,
- 2,688 (20%) were served by the ESL program,
- 907 (7%) were served by special education in bilingual education or ESL,
- 751 (5%) had parents who denied bilingual education but accepted the ESL program,
- 1,145 (8%) students had parents who denied program services, and
- data were not available (DNA) for 198 (1%) students.

Figure 1: Program Service to LEP Students, Pre-K-12, 2000-01



Data Source: AUSTIN ISD Student Records

DESCRIPTION OF THE LEP POPULATION AT AUSTIN ISD

In the 2000-01 school year, 12,595 (92%) limited English proficient students (LEP) were served by the district's Bilingual Education/ESL Program—9,735 elementary students (grades Pre-K-6), 1,763 middle school students (grades 6-8), and 1,097 high school students (grades 9-12). The parents of an additional 1,145 (8%) LEP students denied program services. (See Table 1.) The total number of LEP students in Austin ISD in 2000-01, including the number served and parent denials, was 13,740.

Table 1: LEP Students Served, and Parent Denials, by Grade, 2000-01

Grade	Number Served	Parent Denial	Total
Pre-K	1,312	49	1,361
K	1,568	27	1,595
1	1,751	49	1,800
2	1,519	71	1,590
3	1,404	83	1,487
4	1,100	75	1,175
5	969	57	1,026
6	112	14	126
Elementary, Total	9,735	425	10,160
6	570	63	633
7	668	99	767
8	525	146	671
Middle School, Total	1,763	308	2,071
9	527	208	735
10	345	120	465
11	139	53	192
12	86	31	117
High School, Total	1,097	412	1,509
District, Total	12,595	1,145	13,740
(Percent)	(92%)	(8%)	(100%)

Data Source: AUSTIN ISD Student Records

TRANSFERS

LEP students requiring additional services may need to transfer to other campuses where enhanced services (bilingual education at the elementary schools and ESL programs at middle/junior high and high schools) are offered. In the 2000-01 school year, there were 110 bilingual student transfers; 82 students spoke Vietnamese, 18 students spoke other languages, and 10 students spoke Spanish. Student transfers occurred at most of the grade levels except in grades 10, 11, and 12. Most (96%) of the transfers occurred at the elementary level. The number of transfers decreased by 47 students from 1999-2000 to 2000-01.

Ethnicity

Table 2 shows a distribution of the 12,595 LEP students served, by ethnicity and grade span in Austin ISD. The majority of students served was Hispanic (93%); the second largest ethnicity represented was Asian (5%). The majority of students served was at elementary grade levels (93%).

Table 2: Number and Percent of LEP Students Served, by Ethnicity and Grade Span, 2000-01

Ethnicity	Pre-K-5	6-8	9-12	Pre-K-12 Total
Hispanic	8,926	1,743	1,008	11,677
	(93%)	(93%)	(92%)	(93%)
Asian	477	64	32	573
	(5%)	(3%)	(3%)	(5%)
White	164	61	42	267
	(2%)	(3%)	(4%)	(2%)
African American	47	4	15	66
	(<1%)	(<1%)	(1%)	(<1%)
Native American	9	3	0	12
	(<1%)	(<1%)	--	(<1%)
Total	9,623	1,875	1,097	12,595
(Percent)	(100%)	(100%)	(100%)	(100%)

Data Source: Austin ISD Student Records

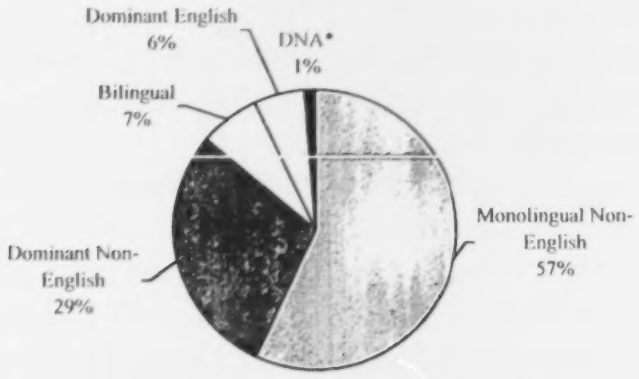
Languages Spoken

Most LEP students served were native Spanish speakers (94%, n=11,780). Speakers of Vietnamese comprised the next largest segment of the Austin ISD LEP population (2%, n=250), followed by Korean (<1%, n=98), Mandarin or other Chinese languages (<1%, n=80), and all other languages (3%, n=387). In 2000-01, 52 languages were spoken among Austin ISD's language minority students.

Language Dominance

Figure 2 displays the percents of LEP students served organized by language dominance. A child who speaks mostly one language and a little of another language is considered dominant in the first language. More than one-half of the Austin ISD LEP population (57%) is non-English monolingual, and 29% of the students are dominant in a language other than English. Thus, a total of 86% of students receiving alternative language program services are either non-English monolingual or dominant in a language other than English.

Figure 2: Students Served by Language Dominance, Pre-K-12, 2000-01



Data Source: AUSTIN ISD Student Records *DNA – Data Not Available

OTHER STUDENT DEMOGRAPHICS

Table 3 presents other demographic information on Austin ISD's LEP served students for 2000-01. Most language minority students are from low-income families. An increasingly greater percent are overage for their grade at higher grade levels. For example, during the 2000-01 school year 23% of LEP middle school students were overage, and more than half (55%) of the LEP high school students were overage. The highest percent (11%) of LEP students served through special education were in middle school.

Table 3: LEP Students Served, Other Demographic Indicators, 2000-01

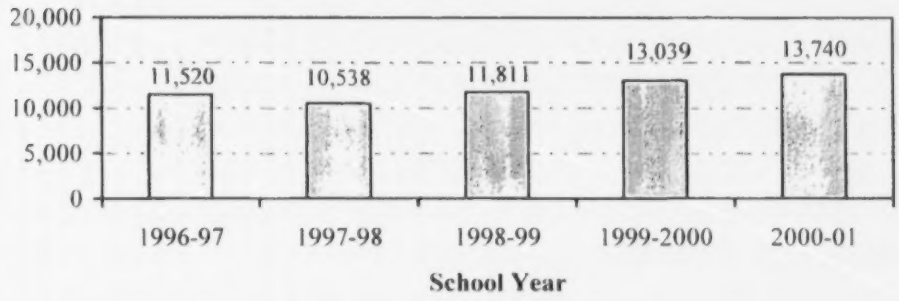
Demographic Indicators	Elementary		Middle School		High School	
	Number	Percent	Number	Percent	Number	Percent
Low Income	8,251	90%	1,454	88%	698	74%
Overage for Grade	722	8%	389	23%	521	55%
Special Education	774	8%	181	11%	59	6%
Gifted and Talented	154	2%	20	1%	0	0

Data Source: Austin ISD Student Records

GROWTH IN AUSTIN ISD LEP STUDENT POPULATION

With the exception of the 1997-98 school year, the Austin ISD LEP student population (served plus denials) has increased each year for the past eleven years (see OPE Publication Number 99.09). Figure 3 presents the number of Austin ISD LEP students (served plus denials) for the past five years.

Figure 3: Growth of Austin ISD LEP Population (Served Plus Denials), 1996-97 Through 2000-01



Data Source: Austin ISD Student Records

With the exception of the 1997-98 school year, the percentage of LEP students as a proportion of the Austin ISD student population also has increased each year over this period of time. In 1996-97, LEP students comprised 15.2% of the district's students, and by 2000-01 the percentage had risen to 17.8%. (See Table 4.)

Table 4: LEP Students (Served Plus Denials) as a Percent of Austin ISD Population, 1996-97 Through 2000-01

School Year	# of LEP Students	# of Austin ISD Students	% of LEP Students
2000-01	13,740	77,236	17.8%
1999-2000	13,039	77,245	16.8%
1998-99	11,811	76,676	15.4%
1997-98	10,538	75,828	13.9%
1996-97	11,520	75,330	15.2%

Data Source: Austin ISD Student Records

ACADEMIC ACHIEVEMENT

IOWA TESTS OF BASIC SKILLS (ITBS)

The ITBS is a norm-referenced test (NRT) in English designed to measure student achievement in three broadly defined skill areas: reading, language, and mathematics. Scores from the NRTs (e.g., percentile and grade equivalents or GEs) compare a student's test performance with that of a national sample of students at the same grade level. In 2000-01, Austin ISD students in grades 5 and 8 took the ITBS during the fall semester. LEP students, whose language dominance was Spanish or some other language, were given the ITBS when their LPACs determined the language of instruction was English and the test was appropriate for them.

Table 5 presents the fall 2000 ITBS test results for LEP students.

- Spanish-speaking LEP students in grades 5 and 8, on all tests, scored below the national averages. The testing was in October, the second month of school; hence, the national mean grade equivalent (GE*) was X.2, where X is the grade level, e.g., 2.2 at grade 2.
- LEP students speaking languages other than Spanish scored above the national average in grade 5 in language and mathematics, and in grade 8 in mathematics. In reading, these students scored below the national averages.

Table 5: Number of LEP Students Tested and Mean Grade Equivalents for Grades 5 and 8, ITBS, 2000-01

Spanish Language Speakers						
	Reading		Language		Mathematics	
Grade	# Tested	Mean GE*	# Tested	Mean GE*	# Tested	Mean GE*
5	932	3.0	921	3.3	900	4.2
8	705	5.0	676	5.2	666	6.2
Speakers of Other Languages						
	Reading		Language		Mathematics	
Grade	# Tested	Mean GE*	# Tested	Mean GE*	# Tested	Mean GE*
5	74	4.5	76	5.3	77	6.3
8	59	6.7	54	8.1	60	9.2

* GE = grade equivalent

Data Source: Austin ISD Student Records

In 2000-01, the district's Assessment Committee made a recommendation to the Austin ISD School Board to change the administration of the ITBS. For the past six years, the ITBS had been administered to students in grades 3, 5, and 8 in the fall. The School Board decided to continue with the fall administration for grades 5 and 8, but testing at grade 3 was discontinued. With the statewide emphasis on reading, the district's Assessment Committee also determined that reading assessment information would be more helpful to third grade teachers at the beginning of the academic school year.

Therefore, the School Board determined that the ITBS would be administered to grade 2 students for the first time in spring 2001. ITBS results for second grade students were sent to the elementary schools in May 2001. The 2001-02 school year will be the first year in which third grade teachers will have ITBS data for planning their instruction at the beginning of the school year.

In spring 2001, 608 or 38% LEP students in the second grade, whose language dominance was Spanish or some other language, were given the ITBS when their LPACs determined it was an appropriate test for them. As presented in Table 6, among second-grade LEP students, speakers of other languages scored at the national average in reading and above the national average in mathematics. Spanish-speaking LEP students scored below the national average in reading and mathematics.

Table 6: Number of LEP Students Tested and Mean Grade Equivalents for Grade 2, ITBS, 2000-01

	Spanish Language Speakers			
	Reading		Mathematics	
Grade	# Tested	Mean GE*	# Tested	Mean GE*
2	506	2.0	532	2.5
	Speakers of Other Languages			
2	102	2.8	104	3.4

* GE = grade equivalent Data Source: Austin ISD Student Records

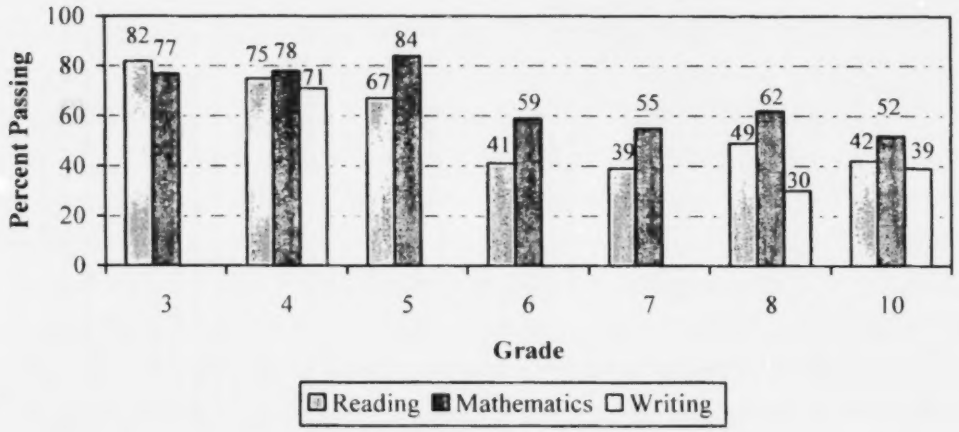
TEXAS ASSESSMENT OF ACADEMIC SKILLS (TAAS) ENGLISH

The Texas Assessment of Academic Skills (TAAS) is a state-mandated criterion-referenced test (CRT) which has been administered since the 1990-91 school year to assess student performance. Since 1993-94, all students in grades 3-8 have been tested in reading and mathematics, and students in grades 4 and 8 also have been tested in writing. Currently, TAAS in science and social studies are administered only to students in grade 8. Passing the exit-level TAAS tests in reading, mathematics, and writing (beginning at grade 10) is a requirement for graduation.

Figure 4 presents the results for LEP students from the 2000-01 English TAAS administration in grades 3-8 and 10. Percent passing ("percent meeting minimum expectations") is shown for each grade for reading, mathematics, and writing. Passing TAAS is defined by TEA as responding approximately to 70% of the items correctly in each subject area test. As shown in the figure, the highest percentages of LEP students passing the English TAAS occurred in mathematics in grade 5 (84%), followed closely by reading in grade 3 (82%) and mathematics in grade 4 (78%). The lowest percentage passing occurred in grade 8 (30%) in writing, followed closely by grade 7 (39%) in reading, and grade 10 (39%) in writing. The percentages passing of LEP students in grades 6, 7, 8, and 10 in reading were lower than AISD students by a range of 34%-43% percent difference. As the academic language becomes more demanding in the upper grades closing the achievement gap becomes more difficult for language minority students. (See Appendix B for the number of LEP students tested in each grade and

subject.) (See Appendix C for Austin ISD LEP students percentages passing English TAAS in reading and mathematics from 1997-98 through 2000-01 for grades 3-8 and 10.)

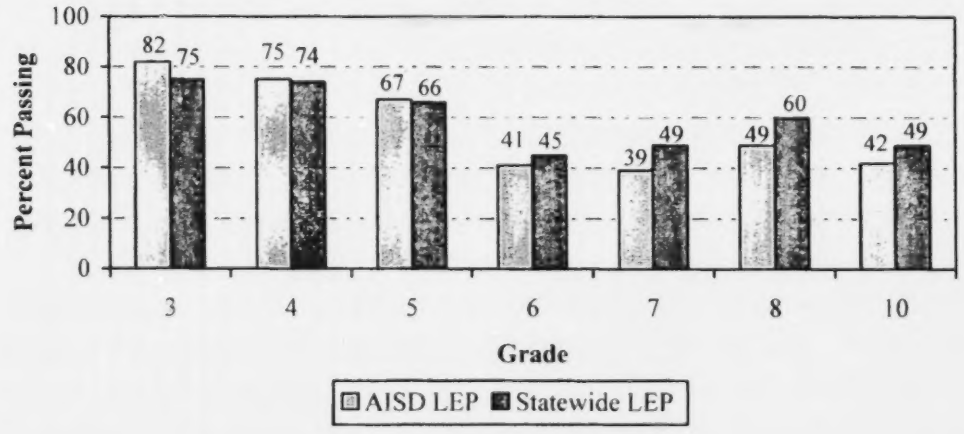
Figure 4: Austin ISD LEP Students, Percentages Passing English TAAS, Reading, Mathematics, and Writing, by Grade Level, 2000-01



Data Source: TEA TAAS Summary Reports, June 2001

In the English TAAS reading (Figure 5), a higher percentage Austin ISD LEP students than LEP students statewide passed in grades 3, 4, and 5. At all other grades, a lower percentage of Austin ISD LEP students than LEP students statewide passed TAAS reading. The largest difference was in grade 8, where only 49% of Austin ISD LEP students passed compared to 60% LEP students statewide.

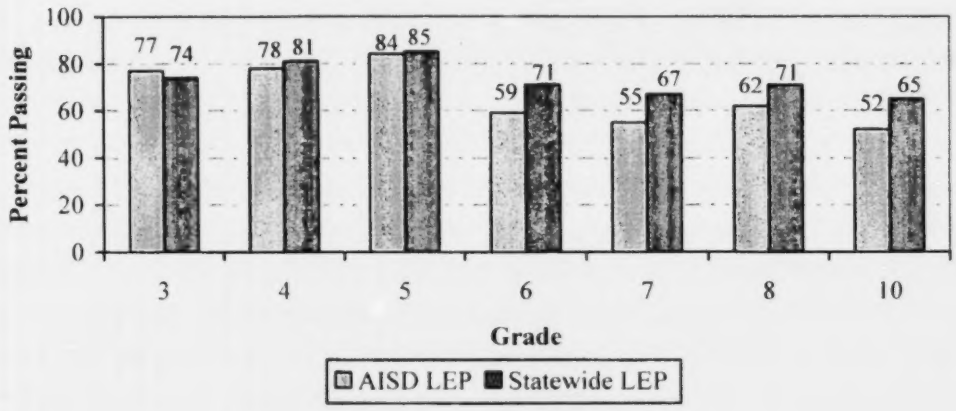
Figure 5: LEP Students, Percentages Passing English TAAS Reading, Austin ISD vs. State, by Grade Level, 2000-01



Data Source: TEA TAAS Summary Reports, June 2001

In the English TAAS mathematics (Figure 6), a higher percentage of Austin ISD LEP students than LEP students statewide passed in grade 3. At all other grades, a lower percentage of Austin ISD LEP students than LEP students statewide passed. The largest difference was in grade 10, where only 52% of Austin ISD LEP students passed compared to 65% LEP students statewide.

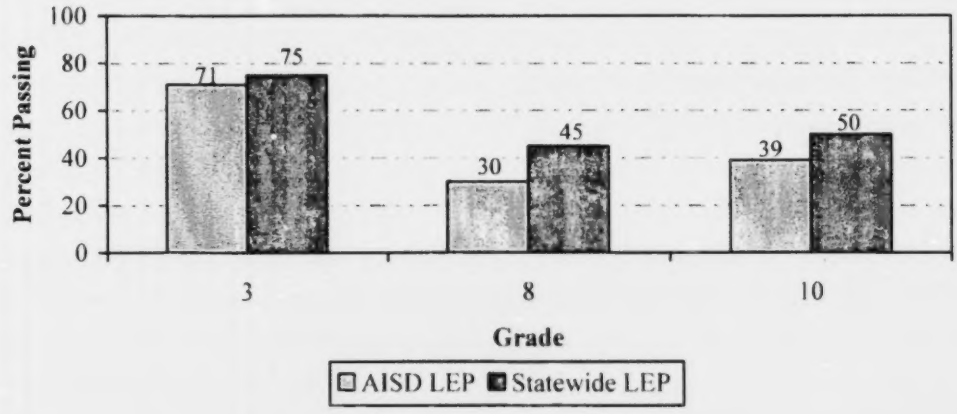
Figure 6: LEP Students, Percentages Passing English TAAS Mathematics, Austin ISD vs. State, by Grade Level, 2000-01



Data Source: TEA TAAS Summary Reports, June 2001

The percentages of Austin ISD LEP students passing English TAAS writing were lower than for the LEP students throughout the state (see Figure 7). The largest difference was in grade 8, where only 30% of Austin ISD LEP students passed compared to 45% LEP students statewide.

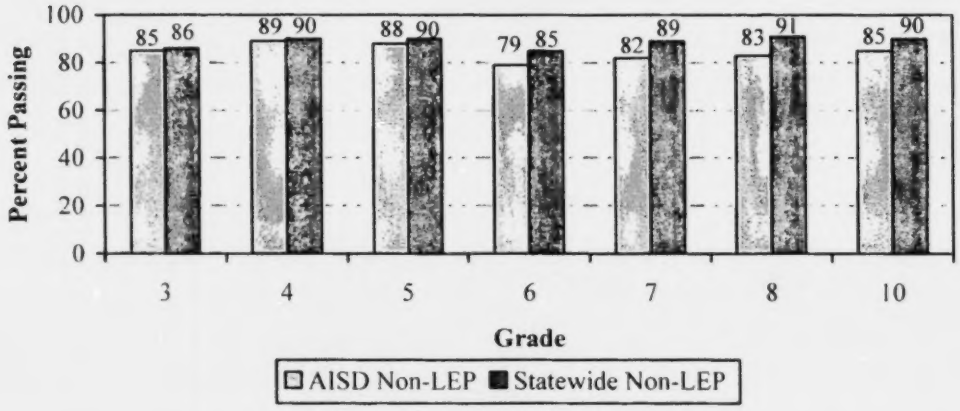
Figure 7: LEP Students, Percentages Passing English TAAS Writing, Austin ISD vs. State, by Grade Level, 2000-01



Data Source: TEA TAAS Summary Reports, June 2001

Austin ISD non-LEP students had lower TAAS percentage passing rates than did non-LEP students statewide at all grade levels in TAAS reading, mathematics, and writing (see Figures 8-10). In reading (Figure 8), among non-LEP students the largest differences were at grades 7 and 8; 82% (grade 7) and 83% (grade 8) of non-LEP Austin ISD students passed reading compared to 89% (grade 7) and 91% (grade 8) of non-LEP students statewide.

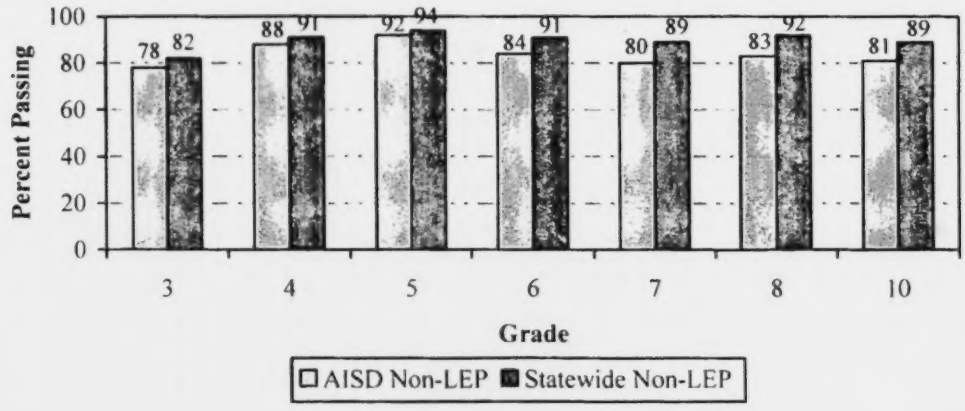
Figure 8: Non-LEP Students, Percentages Passing English TAAS Reading, Austin ISD vs. State, by Grade Level, 2000-01



Data Source: TEA TAAS Summary Reports, June 2001

In mathematics (Figure 9), among non-LEP students the largest differences also were at grades 7 and 8; 80% (grade 7) and 83% (grade 8) of non-LEP Austin ISD students passed mathematics compared to 89% (grade 7) and 92% (grade 8) of non-LEP students statewide.

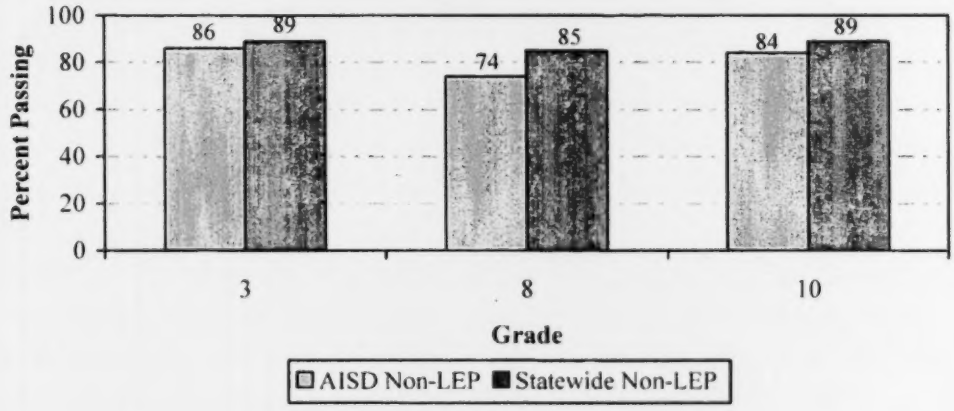
Figure 9: Non-LEP Students, Percentages Passing English TAAS Mathematics, Austin ISD vs. State, by Grade Level, 2000-01



Data Source: TEA TAAS Summary Reports, June 2001

In the English TAAS writing (see Figure 10), percentages passing rates among Austin ISD non-LEP students were lower than the non-LEP students throughout the state. The largest difference was in grade 8, where only 74% of Austin ISD non-LEP students passed compared to 85% non-LEP students statewide. *Thus, in summary with the exception of Austin ISD LEP students in grades 3, 4, and 5 in reading and in grade 3 in mathematics, the performance of Austin ISD LEP students and non-LEP students is lower than that of LEP and non-LEP students throughout the state.*

Figure 10: Non-LEP Students, Percentages Passing English TAAS Writing, Austin ISD vs. State, by Grade Level, 2000-01



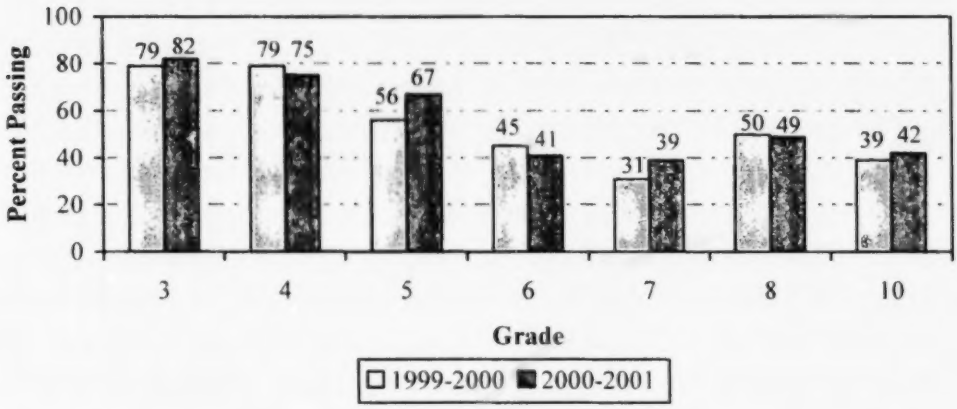
Data Source: TEA TAAS Summary Reports, June 2001

Figures 11, 12, and 13 show the increases and/or decreases in percentages passing TAAS for LEP students between the 1999-2000 and 2000-01 school years. The percentage passing in 1999-2000 was subtracted from the percentage passing in 2000-01 for each grade and subject tested. Increases indicate greater percentages of students are passing TAAS in 2000-01. The following increases in percentages passing were found:

- Reading: grades 3, 5, 7, and 10;
- Mathematics: all grades; and
- Writing: grade 10.

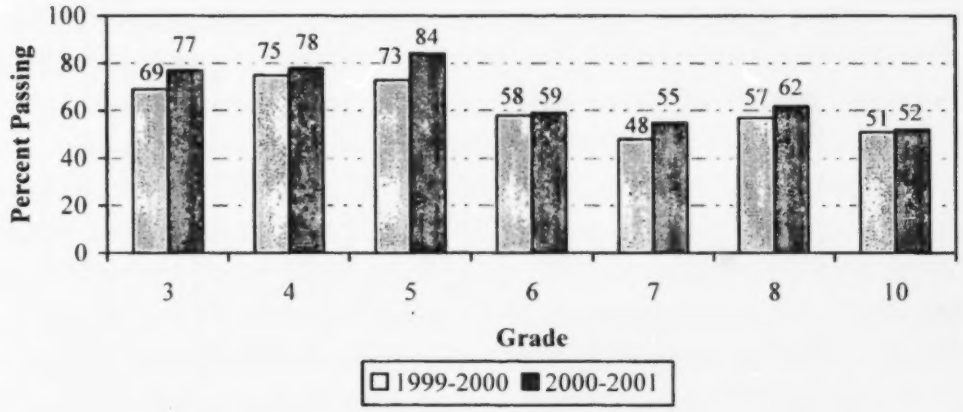
Decreases in percentages passing occurred in reading at grades 4, 6, and 8. In writing, the percentages passing decreased in grades 4 and 8.

Figure 11: Increases and/or Decreases in LEP Students Percentages Passing, English TAAS Reading, by Grade Level, 1999-2000 and 2000-01



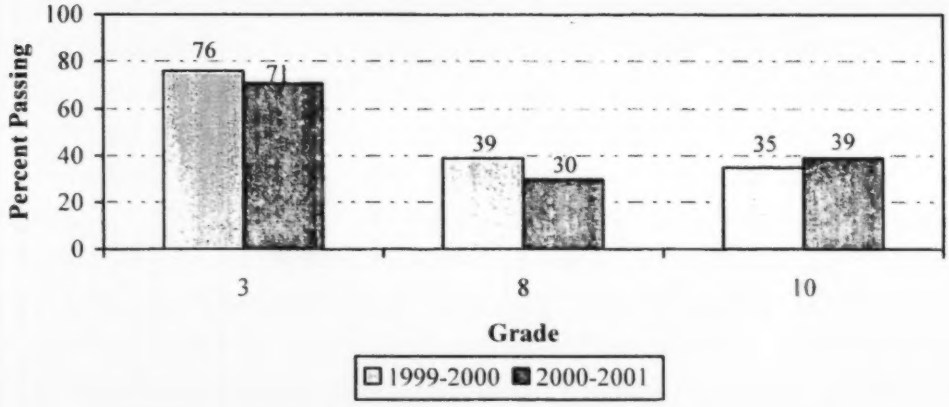
Data Source: TEA TAAS Summary Reports, June 2000 and 2001

Figure 12: Increases and/or Decreases in LEP Students Percentages Passing, English TAAS Mathematics, by Grade Level, 1999-2000 and 2000-01



Data Source: TEA TAAS Summary Reports, June 2000 and 2001

Figure 13: Increases and/or Decreases in LEP Students Percentages Passing English TAAS Writing, by Grade Level, 1999-2000 and 2000-01



Data Source: TEA TAAS Summary Reports, June 2000 and 2001

TEXAS ASSESSMENT OF ACADEMIC SKILLS - SPANISH

In order to evaluate the academic skills of LEP students served in Spanish-language bilingual education programs and address their education needs, the State Board of Education called for phasing in Spanish-versions of the TAAS assessments at grades 3-6. The Spanish TAAS, based on the Texas Education Agency's (TEA) Texas Essential Knowledge and Skills (TEKS), provides a vehicle for examining the annual progress in student performance in reading, mathematics, and writing. All Spanish-version tests were fully implemented by the spring of 1998 and incorporated in the Academic Excellence Indicator System (AEIS), the state accountability system in 2000. The Spanish TAAS is not considered an exemption, and is administered on the same schedule as the English TAAS.

In 2000-01, a total of 1,424 bilingual students and 110 ESL students in Austin ISD in grades 3-6 participated in the Spanish TAAS reading. A total of 1,350 bilingual students and 111 ESL students in grades 3-6 participated in the Spanish TAAS mathematics. *The total number of students in reading and mathematics includes students who took both tests and/or students who may have taken only one test.* A total of 439 students were reported on the Spanish TAAS Summary Reports as exempted from all tests.

The overall percentages of bilingual students tested in Spanish were determined by the number of students served in each grade, and subject area. In reading and in mathematics, the percentages tested in grades 3 and 4 were higher than in grades 5, 6, and middle school 6. For grade 3, 53% of students served were tested in Spanish in reading and mathematics. For grade 4, 42% of students served were tested in reading, and 37% in mathematics. The percentage tested in grade 5, in reading was 21%, and 20% in mathematics. The percentages tested in Spanish in grade 6 were 12% and 11% for reading and mathematics, respectively. For ESL students tested in middle school grade 6,

the percentage tested for reading and mathematics was 17%. Table 7 presents the results of the Spanish TAAS for Austin ISD LEP students.

- Of the bilingual students tested in *grade 3*, 65% passed reading and 71% passed mathematics. Of the ESL students tested, 67% passed reading and 100% passed mathematics.
- Of the bilingual students tested in *grade 4*, 65% passed writing, 51% passed reading, and 77% passed mathematics. Of the ESL students tested in writing, 60% passed. The number of ESL students tested in *grade 4* in reading and mathematics was four, and TEA does not provide data for groups with fewer than five students.
- Of the bilingual students tested in *grade 5*, 53% passed reading and 73% passed mathematics. The number of ESL students tested in *grade 5* was four, and TEA does not provide data for groups with fewer than five students.
- Of the bilingual students tested in *grade 6*, 69% passed reading and 83% passed mathematics. Of the ESL students tested, 38% passed reading and 57% passed mathematics. *Please note only a small number of sixth grade LEP students receive bilingual instruction, most sixth grade LEP students participate in ESL instruction in the middle schools. Therefore, the results for six grade bilingual and ESL students on the Spanish TAAS may be view with caution because of the differences in instructional programs student receive. (See Table 7.)*

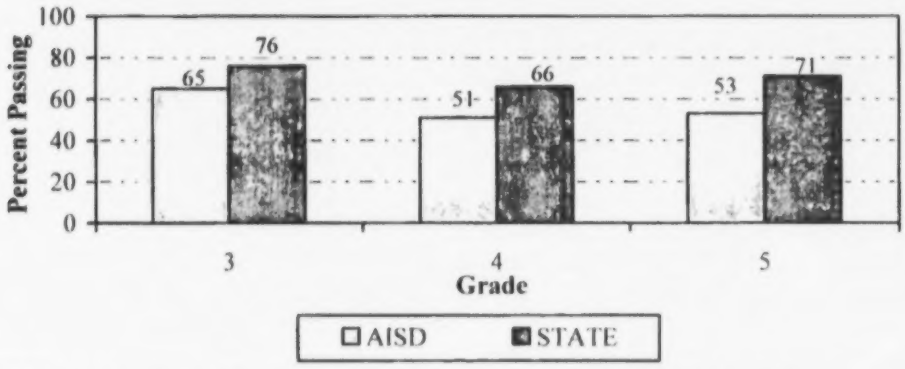
Table 7: LEP Students, Number and Percentages Passing Spanish TAAS, Writing, Reading, and Mathematics, Grades 3-6, 2000-01

Grade	Bilingual Students					
	Writing		Reading		Mathematics	
	# Tested	% Passing	# Tested	% Passing	# Tested	% Passing
3	N/A	N/A	750	65%	738	71%
4	527	65%	457	51%	406	77%
5	N/A	N/A	204	53%	194	73%
6	N/A	N/A	13	69%	12	83%
Grade	**English as a Second Language/ESL Students**					
	Writing		Reading		Mathematics	
	# Tested	% Passing	# Tested	% Passing	# Tested	% Passing
3	N/A	N/A	6	67%	6	100%
4	5	60%	4	*	4	*
5	N/A	N/A	4	*	3	*
6	N/A	N/A	96	38%	98	57%

N/A – The Writing Test is only administered in grades 4, 8, and Exit Level.
*No data are reported by TEA for groups of fewer than five students.
Data Source: TEA TAAS Spanish Summary Reports, June 2001.

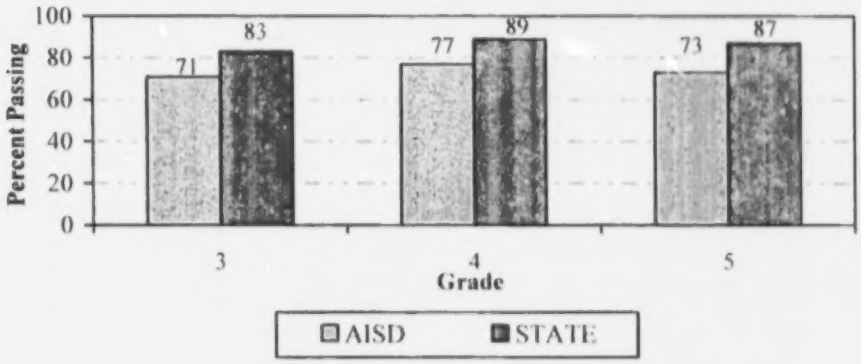
Figures 14 and 15 compare the statewide results of the Spanish TAAS in reading and mathematics with the Spanish TAAS results for Austin ISD. A lower percent of Austin ISD LEP students in grades 3, 4, and 5 passed the Spanish TAAS tests in reading and mathematics than did LEP students statewide. The percentage passing Spanish TAAS writing in grade 4 for statewide bilingual students was 75%, and for Austin ISD it was 65%.

Figure 14: Percentages of Bilingual LEP Students Passing Spanish TAAS Reading, by Grade, Austin ISD vs. State, 2000-01



Data Source: TEA TAAS Spanish Summary Reports, June 2001, and TEA TAAS Statewide Summary Reports, July 2001

Figure 15: Percentages of Bilingual LEP Students Passing Spanish TAAS Mathematics, by Grade, Austin ISD vs. State, 2000-01



Data Source: TEA TAAS Spanish Summary Reports, June 2001, and TEA TAAS Statewide Summary Reports, July 2001

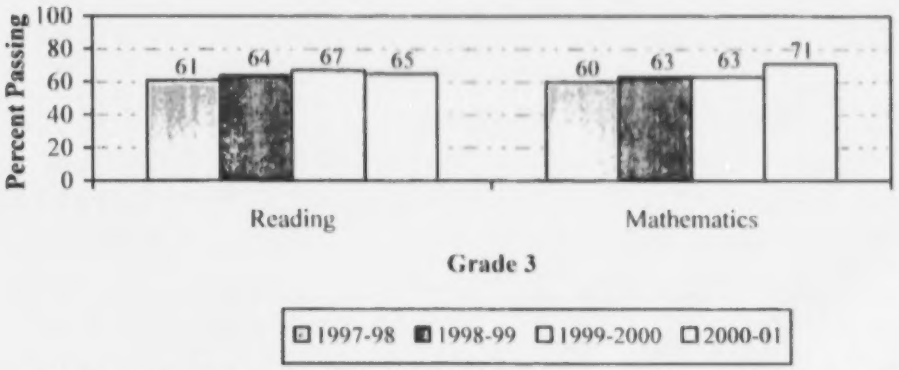
SPANISH TAAS 1997-98 THROUGH 2000-01

The number of LEP students in Austin ISD who have participated in the state's Spanish assessment program has increased during the past four years. In 1997-98, a total of 2,087 students were assessed with the Spanish TAAS. In 1998-99 a total of 2,344 students participated and in 1999-2000 the number of participating students was 2,597. In 2000-01, a total of 2,995 participated in the Spanish assessment program. *The total number of students taking the TAAS reading and mathematics assessments includes students who took both tests and/or students who may have taken only one test.* Assessment decisions are made at the campus level by the LPAC.

Figures 16 through 19 present the percentages of Austin ISD LEP students passing Spanish TAAS for grades 3, 4, and 5 in reading and mathematics from 1997-98 through the 2000-01. As the figures show:

- In grade 3 (see Figure 16), the percentages of students passing have increased in reading with only one exception in the 2000-01 school year. In mathematics, the percentage of students passing has increased or remained the same for three years.
- In grade 4 (see Figure 17), the percentages of students passing have increased in reading and mathematics for three years.
- In grade 5 (see Figure 18), the percentage of students passing in reading decreased in 1998-99; otherwise there were increases in 1999-2000 and 2000-01. In mathematics, the percentages of students passing have increased each year.

Figure 16: Austin ISD LEP Bilingual Students, Percentages Passing Spanish TAAS in Reading and Mathematics, Grade 3, 1997-98 Through 2000-01



Data Source: TEA TAAS Spanish Summary Reports, June 1998, July 1999, Spring 2000, and June 2001

Figure 17: Austin ISD LEP Bilingual Students, Percentages Passing Spanish TAAS in Reading and Mathematics, Grade 4, 1997-98 Through 2000-01

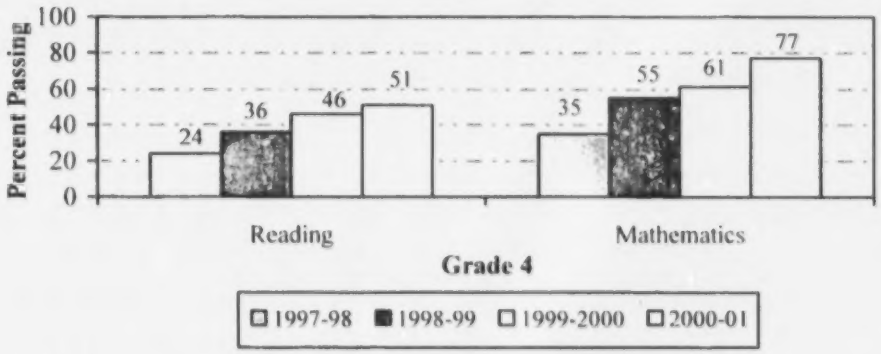
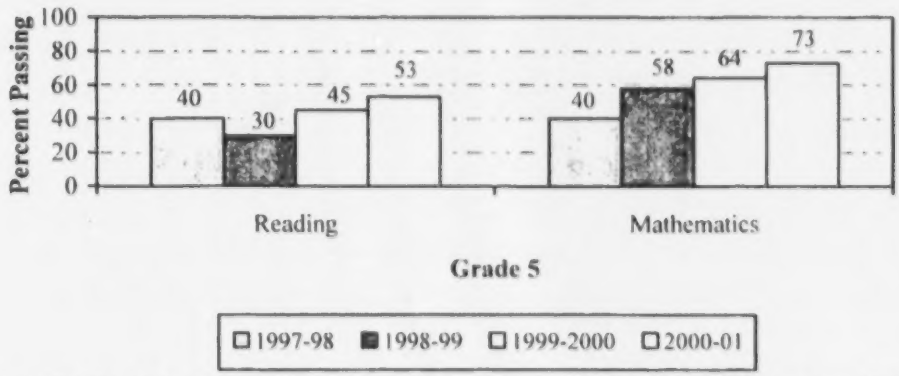


Figure 18: Austin ISD LEP Bilingual Students, Percentages Passing Spanish TAAS in Reading and Mathematics, Grade 5, 1997-98 Through 2000-01



Data Source: TEA TAAS Spanish Summary Reports, June 1998, July 1999, Spring 2000, and June 2001

Periodic Assessment in the Languages of Instruction

Yearly assessments of the growth and progress in the language of instruction are conducted by the teachers of LEP students. In 1999-2000, 52% of LEP students were identified as monolingual non-English speakers (students who spoke only their native language); and 31% of the LEP students were dominant non-English speakers (students who spoke mostly a language other than English). During the 2000-01 school year, 57% of LEP students were identified as monolingual non-English speakers and 29% of the LEP students were dominant non-English speakers. In 2000-01, the percentage of monolingual students increased, and the percentage of dominant non-English decreased.

As a standard, Austin ISD staff will assess all students with the language-appropriate reading assessment to determine if all students are making adequate progress in their respective grade levels. Among the reading assessments are the Tejas LEE, the Texas Proficiency Reading Inventory (TPRI), the Developmental Reading Assessment (DRA), and the Flynt Cooter. Professional staff development on how to utilize these reading assessments with LEP students has been provided by the bilingual coordinators. Data available from some of these reading assessment instruments will be part of this evaluation to address periodic assessment and continuous diagnosis in the languages of instruction.

Reading Proficiency Tests in English (RPTE)

In March 2000, a new component of the statewide assessment program called the Reading Proficiency Tests in English (RPTE) was implemented. Along with the TAAS in English and Spanish, the RPTE is a part of a comprehensive system for assessing LEP students' academic progress in grades 3-12. The RPTE is designed to assess the English reading skills of LEP students in a way that takes into account how students acquire a second language. One of the main differences between the RPTE and TAAS is that the RPTE does not measure the mastery of content with a pass or a fail score. As mentioned in the TEA RPTE Guide (2001):

> *"Learning to read and fully understand academic content in a second language takes time. The results of the RPTE provide a measure of progress, indicating annually where each LEP student is on a continuum of English language development designed for second language learners. This continuum is divided into three proficiency levels: beginning, intermediate, and advanced. The progress of students along this continuum is the basis for the RPTE reporting system and the key to helping districts monitor whether their LEP students are making steady annual growth in English acquisition."*

The reading skills measured by the RPTE are those required by the Texas Essential Knowledge and Skills (TEKS), the state-mandated curriculum.

> *"The RPTE uses a standardized, multiple-choice format to replicate what individually administered language proficiency tests are designed to do - to determine a student's proficiency level by locating the highest level of proficiency at which the student functions successfully. Because successful performance on the RPTE is determined by annual*

progress rather than a pass/fail score, the English Reading proficiency of a LEP student is expected to increase annually." (TEA RPTE Guide, 2001)

The RPTE tests are designed for four grade groups: Grade 3, Grades 4-5, Grades 6-8, and Grades 9-12. Each test within the four grade groups measures beginning, intermediate, and advanced levels of reading proficiency. The reading skills assessed for each grade group come from and are aligned with the English language arts strand and the ESL strand of the TEKS. As specified in the TEKS, student expectations for second language learners apply to their levels of proficiency in English and are not grade-specific.

All students classified as LEP in grades 3-12 (including students taking the TAAS in either English or Spanish) who had not reached an advanced proficiency level on the RPTE were required to take the RPTE during the spring administration. Recent unschooled immigrant students could be considered for an exemption by the LPAC, if they had arrived within the past 12 calendar months, and they lacked the necessary foundations in the TEKS. In March 2001, a total of 5,588 Austin ISD students were administered the RPTE. An additional 1,111 students were absent, 231 students were exempted by their Admission, Review, and Dismissal (ARD) Committee, and 206 students were not tested for other reasons. (See Table 8.) Of the students who were absent, 774 were in grade 9-12, and 337 were in grades 3-8.

Table 8: Number of Austin ISD Students Tested, Absent, and Exempted from RPTE, by Grade Level, 2000-01

Grade	Number Tested	Number Absent	Number Exempted (ARD)	Other Students Not Tested
3	1,509 (27%)	46 (27%)	37 (16%)	3 (1%)
4	927 (17%)	35 (3%)	34 (15%)	45 (22%)
5	792 (14%)	22 (2%)	37 (16%)	22 (11%)
6	513 (9%)	43 (4%)	22 (9%)	46 (22%)
7	567 (10%)	82 (7%)	16 (7%)	16 (8%)
8	513 (9%)	109 (10%)	27 (12%)	18 (9%)
9	359 (6%)	328 (30%)	11 (5%)	34 (17%)
10	253 (5%)	237 (21%)	19 (8%)	13 (6%)
11	101 (2%)	121 (11%)	17 (7%)	5 (2%)
12	54 (1%)	88 (8%)	11 (5%)	4 (2%)
Total	5,588 (100%)	1,111 (100%)	231 (100%)	206 (100%)

Data Source: TEA Texas Reading Proficiency Tests in English, Summary Report, May 2001

As presented in Table 9:

- A total of 2,149 (38%) LEP students reached an Advanced Proficiency Rating, and they will not be tested in 2001-2002 with the RPTE.
- A total of 1,428 (26%) LEP students obtained an Intermediate Proficiency Rating.
- A total of 2,011 (36%) LEP students obtained a Beginning Proficiency Rating.

Table 9: RPTE Summary Report, Number Tested and Proficiency Rating, Grades 3-12, Spring 2001

Grade	Number Tested	RPTE Proficiency Rating						Average Proficiency Rating*
		Beginning		Intermediate		Advanced		
		#	%	#	%	#	%	
3	1,509	543	36	362	24	603	40	I
4	927	389	42	297	32	241	26	I
5	792	253	32	222	28	317	40	I
6	513	231	45	128	25	154	30	I
7	567	215	38	130	23	221	39	I
8	513	174	34	92	18	251	49	I
9	359	133	37	82	23	143	40	I
10	253	61	24	68	27	124	49	A
11	101	7	7	30	30	63	63	A
12	54	5	9	17	31	32	59	A
Total	5,588	2,011	36	1,428	26	2,149	38	

Data Source: TEA Texas Reading Proficiency Tests in English, Summary Report, May 2001.
Average Proficiency Rating – The RPTE Scale Score and Proficiency Rating are derived from the total number of questions the students answered correctly on the tests. The average scale score ranges indicate how high or low students performed within a proficiency rating.
Legend: I=Intermediate, A=Advanced

The 2000-01 school year was the second year the RPTE was administered to LEP students throughout the state of Texas. Even though the 1999-2000 school year was the benchmark year for the test, several evaluation questions regarding LEP students were included in the evaluation design. Among the RPTE questions were: (1) How many of the LEP students at Austin ISD took the test both school years, have been promoted to the next grade, and what were their proficiency levels the second year? (2) How many LEP students took the test both years, had not been promoted to the next grade, and what were their proficiency levels the second year of the test administration?

To answer these questions, a two-year analysis was conducted on the district's RPTE files, and the following results were obtained. A total of 2,030 students were identified as having been tested both years, promoted to the next grade, and having valid scores. Table 10 presents the number and percent of the LEP students who were promoted, and their RPTE proficiency ratings in the 2000-01 school year (the second year of testing). Most (71%) LEP students had reached intermediate or advanced levels of proficiency on the RPTE by the second administration of the RPTE.

Table 10: Number and Percent of Promoted LEP Students Tested in 1999-2000 and 2000-01, Grade Distribution, and RPTE Proficiency Levels

Grade	Beginning Level	Intermediate Level	Advanced Level
4	186	239	187
5	87	164	204
6	80	84	70
7	81	74	102
8	79	56	96
9	33	29	30
10	27	33	42
11	2	11	22
12	--	6	6
Total	575	696	759
Percent	(28%)	(34%)	(37%)

Data Source: Austin ISD Student Records

The RPTE proficiency levels of the LEP students (n=2,030) tested both years changed for a majority of the LEP students. Table 11 presents the status and grade distribution of the students tested: 21% went from beginning to intermediate level, 26% went from intermediate to advanced level, and 11% from beginning to advanced level. Only 2% of the students regressed in their proficiency levels (intermediate to beginning, and advanced to either intermediate or beginning). The proficiency levels of 814 students (40%) remained the same and of these students in grades 4-12, 535 had a beginning level of proficiency, 263 had an intermediate level of proficiency, and 16 students had an advanced level of proficiency. The recommendation from the TEA Assessment Division is that the results of the RPTE be utilized by the LPAC in making instructional decisions for LEP students, and the expectation is that students' proficiency levels progress on a yearly basis.

Table 11: Status and Grade Distribution of RPTE Proficiency Levels in LEP Students Tested in 1999-2000 and 2000-01

Grade	Beginning to Intermediate Level	Intermediate to Advanced Level	Remained the Same	Beginning to Advanced Level	Regressed in Level	Total and Percent
4	146 (24%)	143 (23%)	272 (44%)	42 (7%)	9 (1%)	612 (99%)
5	106 (23%)	137 (30%)	144 (32%)	64 (14%)	4 (1%)	455 (100%)
6	43 (18%)	49 (21%)	113 (48%)	18 (8%)	11 (5%)	234 (100%)
7	45 (18%)	72 (28%)	105 (41%)	29 (11%)	6 (2%)	257 (100%)
8	37 (16%)	62 (27%)	95 (41%)	34 (15%)	3 (1%)	231 (100%)
9	18 (20%)	18 (20%)	41 (45%)	9 (9%)	6 (6%)	92 (100%)
10	27 (26%)	22 (22%)	33 (32%)	18 (18%)	2 (2%)	102 (100%)
11	8 (23%)	16 (46%)	7 (20%)	4 (11%)	-	35 (100%)
12	2 (17%)	4 (33%)	4 (33%)	2 (17%)	-	12 (100%)
Total	432/2,030	523/2,030	814/2,030	220/2,030	41/2,030	2,030
(Percent)	(21%)	(26%)	(40%)	(11%)	(2%)	(100%)

Data Source: Austin ISD Student Records

The total number of students who took the RPTE both years and who were not promoted from one grade to the next was 74. Table 12 presents the proficiency levels in 2000-01 of the non-promoted students with valid RPTE scores:

- Of the 26 intermediate level students, 18 students changed their proficiency levels from beginning to intermediate and eight students remained the same;
- Of the 19 advanced level students, five students went from a beginning level of proficiency to an advanced level, 12 students increased their proficiency levels from intermediate to advanced, and two students had advanced proficiency levels from the previous year.

Table 12: Number and Percent of Non-Promoted LEP Students Tested in 1999-2000 and 2000-01, Grade Distribution, and RPTE Proficiency Levels

Grade	Beginning Level	Intermediate Level	Advanced Level	Total and Percent
3	13 (65%)	6 (30%)	1 (5%)	20 (100%)
4	2 (22%)	5 (56%)	2 (22%)	9 (100%)
5	5 (83%)	--	1 (17%)	6 (100%)
6	--	--	--	--
7	2 (33%)	3 (50%)	1 (17%)	6 (100%)
8	--	1 (100%)	--	1 (100%)
9	3 (19%)	3 (19%)	10 (62%)	16 (100%)
10	3 (30%)	6 (60%)	1 (10%)	10 (100%)
11	--	1 (50%)	1 (50%)	2 (100%)
12	1 (25%)	1 (25%)	2 (50%)	4 (100%)
Total	29/74	26/74	19	74
(Percent)	(39%)	(35%)	(26%)	(100%)

Data Source: Austin ISD Student Records

Thus, after examining the proficiency levels of LEP students who were tested for two years, had been promoted to the next grade or had been retained, and had valid RTPE scores, 58% of the students who were promoted increased their proficiency levels, and 50% of the students who were retained changed proficiency levels.

English Proficiency

The district's objective is to assist LEP students in attaining English proficiency and meeting the state's performance standards. The exit criteria for LEP students are determined by state law. In the 1999-2000 school year, the exit criteria for Austin ISD LEP students were aligned with the state's criteria to reflect adherence to the state mandate. In Austin ISD, English proficiency is determined by performance on standardized tests. When a student becomes sufficiently proficient in English to function in an all-English classroom without assistance, the student is ready to exit LEP status. To exit LEP status in Austin ISD, a student must:

- Meet state performance standards for the English language criterion-referenced assessment instrument (TAAS) for reading and writing (when available) required in the Texas Education Code, §39.023, at grade level; and
- Score at or above the 40th percentile in both the English reading and the English language arts sections of a TEA-approved norm-referenced assessment instrument.

The LPACs at the individual campuses may choose to have an oral proficiency test, such as the Language Assessment Scales (LAS) or the Individual Diagnostic English Assessment (IDEA), administered to the LEP student for additional information. In making the determination, the LPAC may consider the student's overall progress as demonstrated by grades and the teacher's recommendation. An exited LEP student is monitored for two years by law to ensure he/she has been successful in an all-English instructional program. The final determination that a student is ready to exit from LEP status is a campus-level decision.

Number of Exits

For the past eight years, LEP students were counted as exited students when their program exit date fell within a specific period of time within two academic years. However, in 2000-01 it was determined that a more accurate analysis would examine exit status on an annual basis. Therefore, in order for a student to be counted as having obtained exit status in 2000-01, he/she had to have a date of exit entered on the LEPS File sometime between June 1, 2000 and May 31, 2001. The LPAC and school personnel are responsible for entering LEP student data beyond initial enrollment. In 2000-01, a total of 1,262 students were exited from the Bilingual Education/ESL Program. Table 13 presents the most recent numbers of exited students by grade level.

Table 13: Number of Austin ISD Exited LEP Students, by Grade Levels, 2000-01

Grade	Number of Exited Students
4	291
5	184
Elementary 6	28
Elementary Total	503
Middle School 6	137
7	173
8	81
Middle/Junior High Total	391
9	91
10	59
11	99
12	119
High School Total	368
Total Exited Students	1,262

Data Source: Austin ISD Student Records

The achievement of the 1,262 exited LEP students as measured by TAAS is presented in Table 14. In TAAS reading, the percentages passing were between 82% and 98%. In TAAS mathematics, the percentages passing were between 84% and 96%. In TAAS writing the percentages passing were between 74% and 97%. In 2000-01, the percentages passing TAAS for all exited LEP students were higher than the percentages passing for Austin ISD students by grade and by subject area with the exception of writing in grade 8, where the percentage passing was slightly higher for Austin ISD students.

Table 14: Austin ISD Exited LEP Students, Number Tested, Percentages Passing TAAS, Reading, Mathematics, and Writing, 2000-01

Grade	Reading		Mathematics		Writing	
	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
4	289	98%	284	95%	277	92%
5	180	93%	182	96%	*	*
EL 6	28	96%	28	96%	*	*
MS 6	134	82%	132	90%	*	*
7	167	87%	165	84%	*	*
8	78	85%	79	89%	72	74%
10/Exit	277	97%	277	89%	277	97%

Data Source: Austin ISD Student Records

* The writing test is administered only in grades 4, 8, and Exit 10/Level.

LENGTH OF TIME IN THE PROGRAM

The question of how long it takes LEP students to become proficient in English, exit the alternative language program, and succeed in an all-English classroom has been a topic of many discussions at school districts, state legislatures, universities, and the federal level for many years. In a review of the recent research funded by the U.S. Department of Education on LEP students, Dr. Gilbert N. Garcia (September 2000) addresses the following critical issues and their impact on the length of time it may take a student to acquire a second language:

- variability among the LEP children and youth - some are native-born (U.S.) and some are foreign-born;
- formal schooling in their native country - some children and youth come to the U.S. with very limited educational experience, while others arrive with transcripts and some knowledge of English; and
- range of monolingual or bilingual abilities - depending on the characteristics of their households, some native-born students may come to school with a dialect of English that reflects their cultural background and not the English spoken at school, while other children and youth may have underdeveloped literacy skills in both English and their native language.

The question regarding length of time in the Bilingual Education/ESL Program is being examined at Austin ISD in terms of the most recent group of exited LEP students. In order to capture the length of time in the program, the question was framed in terms of less than 2, 3, 4, 5, and 6 years, and more than 6 years. As presented in Table 15, most students (44%) exited the program in 2000-01 after having been served more than six years; and the next largest group (21%) exited the program after having been served less than six years but more than five years. Of the students exited in more than six years the majority of them were in middle/junior high and high school. Of the students exited in less than six years but more than five years; most of them were in the elementary grades, particularly in grade 4. Table 15 also indicates that students in the other grades 5-12 exit in more than six years of program service.

Table 15: Austin ISD Exited LEP Students, Length of Time in Bilingual/ESL Program, by Grade, 2000-01

Grade	Exited Students < 2 Years	Exited Students < 3 Years	Exited Students < 4 Years	Exited Students < 5 Years	Exited Students < 6 Years	Exited Students > 6 Years	Exited Students Total
4	12	22	24	58	169	6	291
5	4	8	12	9	42	108	183
El 6	1	3	5	2	1	16	28
	17	33	41	69	212	130	502
MS 6	6	10	7	12	12	89	136
7	4	9	10	14	14	122	173
8	4	3	5	15	6	48	81
	14	22	22	41	32	259	390
9	6	3	7	2	4	65	87
10	22	3	4	3	4	24	60
11	34	9	4	4	7	38	96
12	40	8	10	10	7	40	115
	102	23	25	19	22	167	358
Total (Percent)	133 (11%)	78 (6%)	88 (7%)	129 (10%)	266 (21%)	556 (44%)	1,250 (100%)

Data Source: Austin ISD Student Records

RECLASSIFIED LEP STUDENTS IN 2000-01

The total number of LEP students who exited the program in the 1999-2000 school year was 1,377. This group of students was the last one with LEP exit dates covering a two-year academic span (June 1, 1998 through May 31, 2000). During the summer of 2001, this group was examined to identify how many of the exited LEP students had been reclassified, or returned to LEP status during the 2000-01 school year. Failing TAAS reading or writing (if applicable) triggered a student's return to LEP status. Austin ISD student records indicated that a total of only 123 (9%) students had been reclassified as LEP in 2000-01.

ALTERNATIVE LANGUAGE PROGRAM BILINGUAL EDUCATION/ESL PROFESSIONAL STAFF DEVELOPMENT

In compliance with state law, the 2000-01 evaluation of Austin ISD's Bilingual Education/ESL Program included an examination of the number of teachers and teacher assistants trained, the scope and frequency of the training conducted, and the results of the training. During the 2000-01 school year, the district's bilingual staff collected sign-in sheets, staff development agendas, workshop descriptors, workshop information sheets submitted to the Professional Development Academy (PDA), correspondence to campuses, copies of evaluation forms from workshop participants, and other relevant information.

The collaboration of the bilingual staff resulted in 51 professional development workshops, which occurred throughout the academic year. Slightly more than half (55%) of the professional development training activities occurred at PDA (which is the district's main training center) and at two other district training facilities (Baker School and Old Pleasant Hill). The other workshops (45%) were conducted primarily on elementary school campuses, while one session was held at a middle school, another at a high school, and four sessions were held at the district's administrative offices.

FREQUENCY OF TRAINING ACTIVITIES

Twenty-six (51%) of the 51 workshops were held in fall 2000 and the remaining twenty-five (49%) were conducted in spring 2001. The professional training occurred some time between 8:00 AM and 6:00 PM.

The frequency and duration of the workshops were:

- 17 (33%) workshops were all day commitments, lasting seven to eight hours, between the hours of 8:00/8:30 AM and 3:30/4:00 PM.
- 27 (53%) professional development activities occurred in the afternoon, lasted one and one-half hours to two hours, and started around 12:30/1:00 PM and ended between 2:30 PM and 6:00 PM. The vast majority (81%) of the workshops started after 3:15 PM in order to maximize teachers' participation without altering their teaching schedule, and to reduce the need for substitutes.
- 7 (14%) workshops were conducted in the morning, lasted one, two, or three hours, started between 8:00/8:30 AM, and ended between 11:30 AM/12:30 PM.

Specific details regarding all 51 Austin ISD-sponsored professional staff development activities in BE/ESL Program during 2000-01 are available through the Department of Bilingual Education.

NUMBER OF TEACHERS AND TEACHER ASSISTANTS TRAINED

In 2000-01, a total of 1,228 Austin ISD staff members participated in professional staff development for teachers and teacher assistants of LEP students. Among the participants were principals, assistant principals, counselors, curriculum specialists, bilingual instructional coordinators, instructional specialists, teachers, special and

vocational education teachers, Reading Recovery teachers, a speech therapist, teacher assistants, an evaluation analyst, an evaluation associate, secretaries, data entry clerks, and monitors. Fifteen bilingual and/or special education assistants participated in professional staff development workshops in the 2000-01 school year.

The professional staff development workshops occurred in increments of one, one and one-half, two, three, seven, eight, and fourteen hours. Altogether, 199.5 hours of professional staff development on topics related to bilingual education were delivered to 1,228 administrators, teachers, and other bilingual support staff for a total of 51,381 staff-hours (see Table 16).

Table 16: Professional Staff Development Hours for Administrators, Teachers, and Other Bilingual Support Staff, 2000-01

Duration of Workshop—Number of Hours	Number of Workshops	Number of Participants	Total Number of Staff Hours
1.0	4	72	288
1.5	17	406	10,353
2.0	11	173	3,806
3.0	2	80	480
7.0	12	392	32,928
8.0	2	34	544
14.0	3	71	2,982
Total	51	1,228	51,381

Data Source: Bilingual Education/ESL Program Records

SCOPE OF TRAINING

The general themes of the professional staff development activities for teachers and support staff of LEP students centered on providing them with elementary and secondary programmatic information, and instructional strategies and activities applicable to all grade levels. In addition, professional development activities provided training to facilitate bilingual, ESL, and oral language proficiency endorsements for teachers; to identify appropriate standards for determining the appropriate time to transition students from Spanish to English language arts; and to prepare the instructional teams for the LEP Summer School Program.

The professional development workshop descriptors were prepared by the bilingual staff. These descriptors were submitted to the Professional Development Academy and included in the Academy's catalog for districtwide distribution. During the school year, the bilingual director and coordinators invited staff to participate in relevant professional development activities that addressed district and/or program initiatives. For certain workshops, the participants received a stipend, and in some situations a substitute teacher was hired at the expense of the Bilingual Education/ESL Program to release the teacher from classroom obligations.

During August, September, March, and April, the bilingual instructional coordinators provided 15 workshops that addressed programmatic issues:

- An overview of the state and district requirements involved in the identification and appropriate instructional placement of LEP students, and the

current guidelines governing the Language Proficiency Assessment Committee (LPAC);

- The use of two language assessment instruments for both LEP student identification and level of fluency for instructional purposes;
- A review of current policies and procedures regarding LEP student identification and appropriate placement with new bilingual teachers;
- Hands-on training sessions in a computer laboratory for data entry clerks and other campus staff on appropriate and timely data entry procedures for LEP student data, and the timelines governing established procedures; and
- State guidelines for the administration of the TAAS and RPTE to LEP students.

A total of 352 teachers and other school personnel participated in the workshops addressing programmatic issues. These staff provided instruction and school related services to students in grades Pre-K-12.

The instructional workshops for both elementary and secondary teachers were conducted throughout the academic year. The workshops addressed effective instructional strategies in reading and writing, and specific information regarding the appropriate time to facilitate a successful transition into English language arts. More specifically, the workshops for elementary teachers addressed instructional themes:

- Two workshops addressed the most effective ways to implement the state-adopted Hampton Brown ESL series for grades 1-4, and provided clear expectations for teachers to work with the new Scott-Foresman reading series.
- Six workshops presented instructional strategies for providing a balanced literacy approach to reading and guided reading activities. Both of these strategies strengthen reading skills of struggling readers, and make reading a more interactive and engaging process. These workshops addressed the Spanish Language Arts and ESL TEKS.
- Three workshops that were part of the ESL Series implemented in 2000-01 focused on ESL instruction. These training sessions reviewed the most current information on second language acquisition, the ESL TEKS standards for elementary level instruction, and appropriate ESL methodology for instruction in the content areas.
- In partnership with the University of Texas, a renown professor in special and bilingual education provided a series of three workshops to Austin ISD staff on making appropriate language placements based on best practices for second language learners.
- Four writing workshops were conducted covering the following: best practices for teaching TAAS writing skills in a bilingual environment; current research and practices for teaching young learners to write; successful strategies for teaching the writing process to LEP students who are making the transition into English; and the ESL TEKS for writing.

- The training for the LEP Pre-K-K Summer School included information on student assessment, instructional strategies and materials, and program management.

A total of 453 teachers and other school personnel participated in the instructional workshops with an elementary school focus.

As part of the ESL Series, more workshops were offered for the middle and high school teachers in 2000-01 than in previous years. A total of 238 teachers participated in eleven ESL professional development workshops. The primary goal of these secondary workshops was to provide teachers with effective instructional strategies to enhance and accelerate the acquisition of English. More specifically, the workshops covered:

- Training in the implementation of a computer-based reading program and an assessment system to support classroom instruction.
- Application of effective literacy practices and methodology, specifically, the Cognitive Academic Language Learning Approach (CALLA), to provide ESL instruction in the content areas.
- Acquisition of extensive knowledge and instructional skills to provide sheltered English instruction for LEP students with a focus on academic content and language.

Five professional development sessions prepared teachers to take the state examinations for their bilingual and/or ESL endorsement: one Texas Oral Proficiency Test (T.O.P.T), two Bilingual Education Examination for the Certification of Educators in Texas (BE-ExCET), and two ESL Examination for the Certification of Educators in Texas (ESL-ExCET). The 42 teachers who attended these sessions were from all school levels (elementary, middle/junior high, and high school).

The culminating workshop for the school year was a full-day session entitled "Ensuring Academic Success for English Language Learners Bilingual Summit 2001." The 143 participants who attended the session provided instructional and support services to students in grades Pre-K-12. The Bilingual Summit addressed the effective use of rigorous standards to provide all students with quality instruction, successful and meaningful strategies for instruction in mathematics, and the critical factors for success in a bilingual education classroom.

Results of the Training

Teachers completed standard evaluation forms from the PDA for 28 (55%) of the 51 workshops, and the results were tallied. Of the remaining workshops, 21 (41%) either did not have evaluation forms gathered or did not have them submitted with other staff development data. Two workshops had evaluations in a format other than the standard PDA form. Even though the overall opinions expressed by the participants on the evaluation forms are positive, these results should be considered with caution since slightly more than half of the workshop participants responded to the evaluation forms.

The PDA's evaluation form has four general evaluation sections, and a place for teachers to suggest improvements for future teacher training. The evaluation form has a four-point scale with the following choices: "strongly disagree" = 1, "disagree" = 2,

"agree" = 3, and "strongly agree" = 4. The majority of responses for all the workshops were in the "agree and strongly agree" categories. Results from the professional development evaluation forms indicated that most participants:

- Strongly agreed or agreed that the objectives were clearly stated, the training matched the objectives, and the learning environment was conducive to learning. The range of the results was between 74%-100% in agreement on these statements.
- Strongly agreed or agreed that the instructor was knowledgeable, used effective techniques, and encouraged the exchange of ideas. The range of the results was between 70%-100% in agreement on these statements.
- Strongly agreed or agreed that the training was applicable to their work, the length of the session was sufficient, and indicated that follow-up training would be helpful. The range of the results was between 56%-100% in agreement on these statements.
- Strongly agreed or agreed that the information presented had a positive impact on their classroom or worksite. The range of the results was between 17%-100% in agreement on these statements. [Note: often this category was not applicable for the participants because the training was an initial session, so percent agree was smaller and range was larger.]

Overall, the professional development sessions received positive evaluations from staff participants. Most participants that responded to the evaluation surveys gave positive ratings to content and instruction, the instructor, and to the application of training. Where appropriate, positive ratings were given to implementation of what was learned.

LEP Students Served Versus Parent Denials

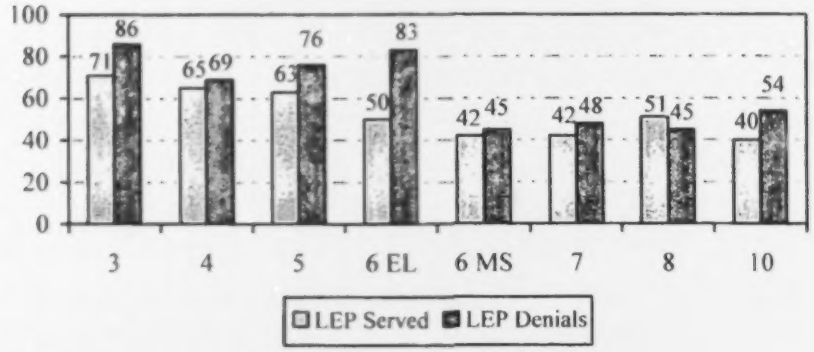
Program effectiveness was gauged by a comparison of outcome indicators for LEP students being served and the LEP students whose declined program services. Because it is neither ethically nor legally possible to assign students to control groups for the purpose of evaluating program effectiveness, "LEP Denials," as they may be termed, constitute a naturally occurring comparison group. The LEP-denial students differ from the LEP-served students in that, as a group, their parents decided to decline program services. There are no data available to determine why parents decline instructional services. In other respects, students seem to have similar characteristics in several demographic and school-related variables with a few exceptions, and therefore are useful for comparison purposes. Some exceptions include the low-income variable, the percentages of LEP students served are higher than LEP denials. Another difference is in the percentages of students served through special education, where the percentages for LEP students served are lower than the percentages for LEP Denials. For a comparison on all the variables see Appendix D.

Texas Assessment of Academic Skills

Figures 19 and 20 present the percentages passing TAAS reading and mathematics, respectively for LEP students served and LEP denials during 2000-01. We cannot say whether the results on TAAS are related to students' English language proficiency, or to the type of instruction students' are receiving (bilingual education, ESL instruction, or English-only instruction) in the mainstream classroom. As presented in the figures:

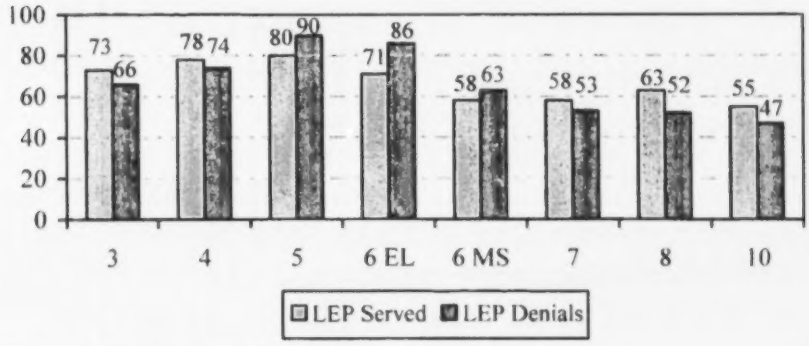
- In reading, percentages passing were higher for LEP denials at every grade level except in grade 8.
- In mathematics, LEP students served had a higher percentages passing at every grade except 5 and 6.

Figure 19: Comparison of TAAS Reading, Percentages Passing, LEP Served and LEP Denials, by Grade Level, 2000-01



Data Source: Austin ISD Student Records

Figure 20: Comparison of TAAS Mathematics, Percentages Passing, LEP Served and LEP Denials, by Grade Level, 2000-01



Data Source: Austin ISD Student Records

LEP Summer School

Program Description

In 2000-01, Austin ISD provided summer school instruction to 1,574 LEP students, who would be eligible for kindergarten and first grade during the fall of 2001, at six elementary school campuses. The purposes of the summer school were to strengthen LEP students' reading and mathematical school readiness, provide continuity of the learning environment for students who had attended school, and introduce students to school who had not attended school in the past. Program eligibility was based on a student having limited English proficiency, and having reached the appropriate age for kindergarten and first grade. During summer school, instruction was provided to students at Barrington, Blanton, Brooke, Dawson, Rodriguez, and Wooten Elementary Schools.

Each school site was staffed with a principal, a lead literacy teacher, teachers, teacher assistants, secretaries, and three schools had monitors. A total of 101 teachers provided instruction to LEP students for 22 days during a period of four consecutive weeks.

Professional Staff Development

The summer school staff participated in eight hours of professional staff development prior to the beginning of summer school. The focus of the training was on assessment in literacy and mathematics, guided reading approaches, and instructional strategies for mathematics, reading language arts, and ESL. The teachers worked in small and large groups, and had some time for sharing and for questions and answers.

The opinions of the participants who completed the evaluation forms (n=71) indicated that they strongly agreed or agreed (90%-99%) that the objectives, the training, and the environment were conducive to learning. Most of them (96%-98%) shared a positive opinion regarding the organizational skills, knowledge, and effective training skills of the teachers who provided the training; 97% strongly agreed or agreed that the

training was applicable to their work; and 92% agreed that they would like follow-up training to support their new skills. The evaluation form included a section for suggestions on how the professional development could be improved. The teachers suggestions are in Appendix E.)

CURRICULUM, MATERIALS, AND INSTRUCTION

The language arts curriculum utilized for the summer school's balanced literacy program was an adaptation of the *Intervention Activities Guide* found in the *Texas Primary Reading Inventory* (TPRI) Kit. Ms. Linda Sue Guevara Rodriguez and Ms. Wilma A. Wilmot Martinez, early childhood specialists with Austin ISD, designed the adaptation of the phonological awareness component of the *Guide*. The purpose of adapting the *Guide* was to assist bilingual educators by providing effective phonological awareness skills and sound activities for their Spanish and English emergent and early readers. The intervention activities address the reading concepts assessed by the TPRI and Tejas LEE in grades K, 1, and 2. The curriculum included guided and shared reading methodology, and shared, interactive, and guided writing instructional strategies.

The lead literacy teachers provided explicit lessons for the classroom teachers on delivering direct instruction at various levels of the phonological awareness continuum. In addition, they modeled lessons for both the literacy and mathematics centers, which addressed a variety of instructional levels specific to students' academic needs. The lead literacy teachers provided coaching through grade level meetings and classroom demonstrations. Various opportunities were provided for the experienced summer school teachers to interact and share successful instructional lessons and materials with the new summer school teachers.

The mathematics curriculum was clearly specified for the summer school: the objectives and skills covered were from the *Touch Math* material, and the graphing and estimation activities were from the *Read It, Draw It, and Solve It* instructional materials. Hands-on graphing and estimation activities had to occur on a specific day of the week, and activities were provided for the teachers to use in class. Students were taught number identification, one-to-one correspondence, rote-counting 1-20, number identification with touchpoints, how-to-count touchpoints, and the concepts of 1-10. Students used manipulatives for problem-solving and computation, graphing, and occasional read-aloud and shared writing activities related to mathematical concepts.

English and Spanish language arts and mathematics instructional materials were purchased for all of the summer school sites. Among the materials purchased were: *Spanish Guided Reading Sets*, magnetic letter boards, *English in My Pockets* (Pre-K-K ESL program), *Cuentos Tradicionales, De Canciones a Cuentos, Level A, ABCelebramos Packages*, books, and other materials.

The daily schedule included five hours of instruction, with some time allowed for breakfast, lunch, and outside activities. Three and one-half hours were spent on balanced literacy endeavors: print awareness and familiar reading; shared reading; guided reading groups and literacy center activities; writing in small groups and students sharing their work; ESL Centers for all the students; and phonological awareness. Students spent one

hour everyday working on mathematical concepts and activities. (See Appendix F for the daily summer schedule.)

ATTENDANCE

Summer school attendance is not a part of the Austin ISD attendance files; therefore the collection and record keeping are responsibilities of the summer school campus personnel. The attendance of the summer school students was maintained by the principal at each site and submitted daily to the Bilingual Education Department, where the records on student attendance were finalized. Recording attendance is critical during summer school because of the concentration and focus of the instructional time.

Summer school program attendance was calculated by using the average number of students in attendance on a daily basis and the highest number of students who were enrolled in the program. Attendance records show that 1,574 LEP students were enrolled at some time during the four weeks of summer school, and the average daily attendance for these students was 1,295. Therefore, the overall program attendance rate for the LEP participants in summer school was 82%. Table 17 presents each of the school sites with their enrollment, average daily attendance, and respective daily attendance rates. Rodriguez Elementary School had the highest number of students (n=356) and Dawson Elementary School the least number of students (n=132).

Table 17: Grades K and 1, LEP Summer School, Attendance, 2001

School	Number of Students Enrolled	Average Daily Attendance	Daily Attendance Percent
Barrington	309	251	81
Blanton	267	215	81
Brooke	267	213	80
Dawson	132	110	83
Rodriguez	356	303	85
Wooten	243	203	84
Total	1,574	1,295	82%

Data Sources: LEP Summer School Records

PROGRAM EFFECTIVENESS

Two assessment instruments were used by the LEP summer school program. A modified version of the Texas Primary Reading Inventory (TPRI) was administered to both grades K and 1 students; and in addition, the grade 1 students were administered the Developmental Reading Assessment (DRA) in Spanish and English, when appropriate. The components of the pre- and post test of the TPRI consists of seven categories: 1) book print awareness, 2) identifying initial sounds, 3) blending phonemes, 4) blending word parts, 5) sight word recognition, 6) letter recognition, and 7) sound recognition. On the summary sheet for the inventory, the teacher records the concepts being assessed as "developed" and "still developing." The numbers of items for each category of the reading inventory are higher for the grade 1 students than for the kindergarten students. Results of the summer TPRI assessments will not be included in this report.

The DRA is part of the Reading Recovery program developed by Marie Clay. In 1989, several researchers began the process of validating and documenting the development of Descubriendo la Lectura and the Instrumento de Observación (Spanish Observation Survey). Descubriendo la Lectura is an early intervention Spanish literacy program and a reconstruction of Reading Recovery into Spanish.

The DRA is administered by a teacher on a one-to-one basis, and it entails a student reading selected assessment texts, while the test administrator records the student's reading behavior. The DRA uses running records to document a student's reading behavior and progress. The DRA identifies four stages of literacy with multiple text reading levels ranging in difficulty within each stage. The reading stages and text reading levels are:

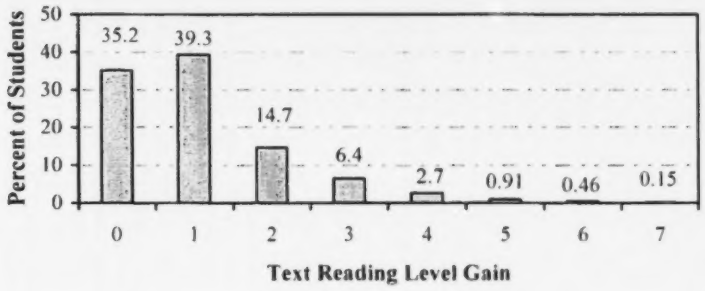
- Emergent – A, 1, and 2;
- Early – 3, 4, 6, 8, and 10;
- Transitional – 12, 14, 16, 18, 20, and 24;
- Extending – 28, 30, 34, 38, 40, and 44.

The assessment was administered only to grade 1 students at the beginning and at the end of the summer school program. The text reading levels reported for the DRA assessment were taken at the instructional level, which is 90% accuracy. The following comparison includes the scores of both Spanish and English-speaking grade 1 students. The DRA pre- and posttests were administered by teachers who were not the summer school teachers. Because the administration of the DRA is time-consuming, outside testers were hired to augment the instructional time of the summer school teacher.

The assessment data gathered by the Bilingual Education Program staff contained the records for 1,532 K and grade 1 students at six elementary school campuses. (See Appendix G.) During summer school, instruction was provided to kindergarten students in 45 classrooms, and to first grade students in 56 classrooms at Barrington, Blanton, Brooke, Dawson, Rodriguez, and Wooten Elementary Schools. Assessment data were available for 695 (45%) students in kindergarten, and 837 (55%) students in grade 1.

To determine reading improvement for LEP summer school students, who would be in the first grade in fall 2001, the DRA scores were examined. According to the DRA, a kindergarten student is considered an emergent reader and should master levels A, 1, and 2. (Curry, 2001) Of the 837 students, valid pre- and posttest scores were identified for 653 grade 1 students, and only these data were used in the analyses. Students with invalid scores usually had either the pre- or posttest score missing, and one school did not have valid scores for any of their grade 1 students. During the 22 days of summer school instruction, 65% (n=423) of the students showed improvement in their text reading levels by advancing one or more reading levels on the DRA. Students showed an average gain of 1.05 text reading levels gains, with a range from 0-7. As shown in Figure 21, 39.3% made an average gain of one text reading level, 14.7% made an average gain of two levels, and 11% made an average gain of 3 levels. However, a total of 35% of the students did not show any measurable gain and/or maintained their original text reading level.

Figure 21: Percents of Grade 1 LEP Students Who Made Text Level Reading Gains on the DRA, Summer 2001



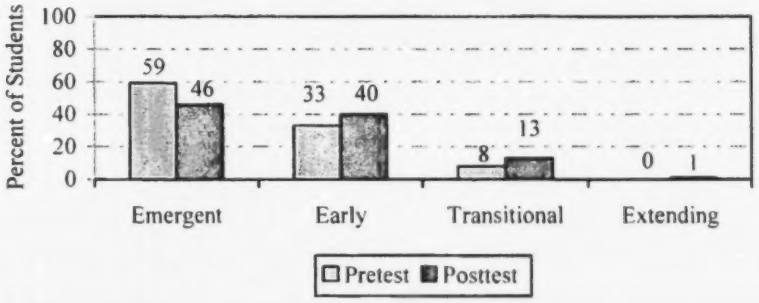
Data Source: LEP Summer School Records

Advancement from the lowest level (Level A) to a higher level during summer school was achieved by 99 students (61% of all the students who started at Level A). Of the students who pretested at Level A only 62 (39%) remained at this level at the end of summer school. The students who remained at Level A will require in depth reading intervention to determine their academic progress. The results of the summer school program will be sent to the home school, so that teachers can have the most current literacy assessment data when they are planning their instructional program.

Increases in DRA Stages

By design, increases in DRA stages (emergent, early, transitional, and extending) are more difficult than increases in the 20 text reading levels. Figure 22 presents the pre- and posttest percentages of LEP students at each stage of the DRA, as measured at the beginning and end of the summer school program. Between pre- and posttests, the percentage of students decreases in the emergent stage, while the percentages increase in the early, transitional, and extending stages. These increases in DRA stages indicate student progress in their reading and reading readiness.

Figure 22: Percents of Grade 1 LEP Students at Each DRA Stage, Pretest and Posttest, Summer 2001



Data Source: LEP Summer School Records

EMERGENCY IMMIGRANT EDUCATION PROGRAM

PROGRAM DESCRIPTION

The Emergency Immigrant Education Program (EIEP) provides formula grants to State Education Agencies (SEAs) to assist in the education of immigrant students who have been in the United States for less than three years. The definition of "immigrant" includes students who are between 3-21 years old, who were not born in the United States, and who have not been attending one or more schools in any one or more states for more than three full academic years. The program has been moved to Title VII, Part C (Sec. 7301) in which Federal law states the following:

"(a) FINDINGS. – The Congress finds that-

"(1) the education of our nation's children and youth is one of the most sacred government responsibilities:

"(2) local education agencies have struggled to fund adequate education services;

"(3) in the case of Plyer v. Doe the Supreme Court held that the States have a responsibility under the Equal Protection Clause of the Constitution to educate all children regardless of immigrant status; and

"(4) immigration policy is solely the responsibility of the Federal Government.

"(b) PURPOSE. – The purpose of this part is to assist eligible local education agencies that experience unexpected large increases in their student population due to immigration—

"(1) provide high-quality instruction to immigrant children and youth; and

"(2) help such children and youth-

(A) with their transition to American society; and

(B) meet the same challenging state performance standards of all children and youth.

Immigrant students identified as LEP in Austin ISD participate in one of two programs: Bilingual Education, which provides dual language instruction in the major content areas, or ESL, which provides intensive English instruction. The purposes of the evaluation are: to gather data required by the state; to examine data in terms of how it contributes to providing high-quality instruction; and to assist immigrant students in meeting the same challenging state performance standards expected of all students.

STUDENT CHARACTERISTICS

Upon arriving at Austin ISD, immigrant students are identified through the Home Language Survey (HLS). The student's date of entry, country of origin, and other pertinent data are recorded in the LEPS File. The count of immigrant students submitted through PEIMS to the Texas Education Agency (in October 2000 and finalized in spring 2001) showed that in the 2000-01 school year, Austin ISD served 3,628 immigrant students – 2,436 elementary school students (grades pre-K-5), 665 middle/junior high school students (grades 6-8), and 527 high school students (grades 9-12).

Table 18 presents the number of immigrant students served and their respective grade levels. Note the total number of elementary pre-K-6 students (n=2,436) includes five special education students without grade assignments. Immigrant students represent 5% of the overall Austin ISD student population.

Table 18: Austin ISD Immigrant Students Served by Grade, 2000-01

Grade	Number Served
Pre-K	273
K	419
1	498
2	418
3	270
4	260
5	257
EL 6*	36
Elementary Pre-K-6 Total	2,436***
MS 6**	202
7	238
8	225
Middle School 6-8 Total	665
9	237
10	160
11	82
12	48
High School 9-12 Total	527
Total Pre-K-12	3,628

*EL 6 = Elementary grade 6 **MS 6 = Middle School grade 6
***Includes 5 special education students without a grade assignment.
Data Source: Austin ISD Student Records

DEMOGRAPHICS

Table 19 presents demographic information on Austin ISD's immigrant students for the 2000-01 school year. Most immigrant students are from low-income families. Like other LEP students, an increasingly greater percentage of immigrant students are overage for their grade level at higher grade levels. For example, in middle school, 33% of immigrant students were overage, and in high school 64% were overage for their grade level.

Table 19: Immigrant Students Served, Demographic Indicators, 2000-01

Demographic Indicator	Elementary		Middle/Junior High School		High School	
	Number	Percent	Number	Percent	Number	Percent
Low Income	1,978	81%	526	79%	335	64%
Overage for Grade	338	14%	221	33%	336	64%
Special Education	84	3%	9	1%	6	1%
Gifted and Talented	18	1%	4	1%	0	0

Data Source: Austin ISD Student Records

ACADEMIC PROGRESS

The academic achievement of immigrant students is important because one district goal is to "educate every student every day", and in addition using federal resources for immigrant students requires districts to provide students with high quality instruction and to meet the same challenging state performance standards for all children and youth. The achievement of immigrant students as measured by the 2001 TAAS is presented in Table 20.

- In reading, the percentages passing of immigrant students were highest in grades 3, 5, and EL 6.
- In mathematics, the percentages passing of immigrant student were highest in grades 3, 4, 5, EL 6, 7, and 8.
- With the exception of grade 3, the percentages passing for immigrant students were higher in mathematics than in reading.
- In writing, the percent passing of immigrant students in grade 4 was higher than at grades 8 and 10.
- More instructional support is necessary for all immigrant students, but especially for those who are at the exit level.

Table 20: Immigrant Students, Number Tested and Percentages Passing TAAS Reading, Mathematics, and Writing, by Grade Level, 2000-01

2000-01	Reading		Mathematics		Writing	
Grade	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
3	146	85%	145	81%	*	*
4	144	69%	146	81%	161	71%
5	139	74%	140	89%	*	*
EL 6*	18	83%	18	94%	*	*
MS 6*	106	50%	107	68%	*	*
7	58	57%	56	79%	*	*
8	59	63%	58	79%	82	29%
10/Exit	278	40%	278	58%	278	33%

*EL 6 = Elementary grade 6 **MS 6 = Middle School grade 6

Data Source: Austin ISD Student Records

ESL Summer Institute for Immigrant Students

Program Description

Middle School

Austin ISD has provided an intensive ESL Summer Institute for immigrant students for the past three years. The purpose of the ESL Summer Institute is to strengthen the academic literacy and mathematics skills of immigrant students in middle school. The focus of the middle school instructional program is to provide immigrant students with ample opportunities for literacy development and English acquisition. The overarching district goal is to prepare all students to meet the state performance standards on TAAS. By strengthening the students' academic skills in the content areas and enhancing their English language acquisition, immigrant students will be better prepared to meet state standards.

During the four weeks of program operation in 2001, the ESL Summer Institute provided academic instruction to 155 middle school students. The instructional activities for all three middle school grades were scheduled in fifty-five minute increments. By providing immigrant students with a language-rich environment in four academic classes (mathematics, science, language arts, and reading), the teachers were able to address individual academic and literacy issues. Summer school students were allowed a fifteen-minute mid-morning break, and approximately five minutes were allotted for students to move from one class to another between class periods.

According to the bilingual coordinators, who planned and implemented the institute, the most effective instructional strategies included hands-on activities and group work. The students had hands-on manipulatives for science and mathematics, and vocabulary cards for language arts and reading. The instruction was age and grade appropriate, and was designed for ongoing continuous assessment of English language acquisition. The instructional activities allowed for multiple forms of both traditional and non-traditional assessment. The teachers used a variety of interactive language strategies such as guided reading strategies, journal keeping, read-aloud, a language experience approach, and a technique in which the students participated in articulating what they knew, how they wanted to augment their knowledge, and finally assessing if the desired knowledge had been acquired. Achievement and academic progress data were maintained by the classroom teachers, and not included in this section.

In the opinion of the ESL Summer Institute facilitators, the strengths of the institute were attributed to early planning during the school year and to the team of teachers who provided the instruction. The instructional team worked very well together, and they were very knowledgeable of the academic content and focused on students' learning. The foundation and concentration of the instruction was based on the oral language proficiency (beginner, intermediate, or advanced) of the students and they were grouped accordingly. The professional staff development entailed a review of the

materials, and instructional strategies specific to second language (e.g., vocabulary development and making words). Teachers made time for collaboration and reflection.

Suggestions for program improvement made by the bilingual coordinators are to establish the immigrant student database early during the school year, send information to parents early during the spring semester, find a way to integrate social studies into the summer school curriculum, and lessen the teacher-to-student ratio. Also, other suggestions made by the bilingual coordinators are to review the use of the Language Assessment Scales (Reading and Writing) because the administration is very time consuming, to continue to give immigrant students books at the end of the institute, and to conduct a search for instructional material that may be appropriate for students who are recent arrivals with very limited formal schooling.

High School

At the high school level, scholarships were offered to assist immigrant students with tuition support in order to facilitate the attainment of high school credits required for graduation. By participating in summer school, immigrant students can either recover credits for required courses, or take courses that are required for graduation ahead of their graduation plan. The funds for the tuition scholarships come from local monies. At the end of the 2000-01 school year, tuition scholarships were made available to 68 immigrant high school students of whom 48 enrolled during the summer.

High school students were allowed to take one or two courses. All Austin ISD summer high school courses were open to immigrant students, and their choices were based on their specific graduation requirements. Among the academic classes taken by participating students in grades 9-12 were: ESOL I and II, English I-IV, Algebra I and II, Geometry, Computer Applications, World Geography, Physics/Chemistry, Biology I, Health, and Communications Applications. The 48 immigrant students obtained a total of 32 full credits and 21.5 one-half credits. Only one participating student did not obtain credit, due to failing an algebra class.

BUDGET

The budget for the ESL Summer Institute paid for teacher salaries, and both consumable and non-consumable classroom materials. Eight teachers and two teacher assistants provided instruction to the middle/junior high school students who attended the ESL Institute at Reagan High School. The teacher-pupil ratio was kept low and the average was approximately 18 students per teacher. The teacher salaries ($40,000), part of the materials, and training ($20,000) were paid with the federal EIEP grant allocated specifically for the special needs of immigrant students. In addition, the remaining $20,000 was provided by the Optional Extended Year Program (OEY), which is a state-funded program for students who are at risk of failing.

The instructional materials that were purchased were designed to be of high interest, at many instructional levels, and developmentally appropriate. Some of the materials purchased included: *English at Your Command, Student Handbooks* and the practice books for students, *Summer Success Reading, Grades 3-6, Big Books of Poetry Grades 5-6, Science Class Labs Grades 5-6, and Summer Success Math* and student

handbooks for grades 4-7. The consumable materials included: spiral notebooks, paper, pens, pencils, crayons, glue, magazines, and markers.

ENGLISH LANGUAGE LEARNERS ACADEMY (ELLA)

PROGRAM DESCRIPTION

For the past several years, Austin ISD has had an increase of immigrant students at all grade levels. Some of these students arrive with varying levels of literacy skills in their native language, and some students come with limited formal schooling received in their home country. Because of the critical English language skills that immigrant students must acquire to be successful in school and meet state standards (i.e., TAAS), the Austin ISD Bilingual Department staff and the staff from Webb Middle School (MS) began planning the English Language Learners Academy (ELLA) during the summer of the 1999-2000 school year. The two main methodologies at the academy were intensive native language literacy instruction and sheltered English instruction. The academy was implemented during the 2000-01 school year at Webb MS.

The students eligible for ELLA were recent immigrants, i.e., students who had not attended American schools for three consecutive years, according to the state and federal definition. ELLA staff gave priority to students who had arrived in spring 2000. Students attended either Webb MS or Pearce MS and were in grades 6-8. During the 2000-01 school year, a total of 233 students participated in the ELLA, 189 from Webb MS and 44 from Pearce MS. Students were eligible for participation in the language academy for only one year.

PROGRAM DESIGN AND CURRICULUM

The ELLA academic program was designed to provide multiple opportunities for academic acceleration. The curriculum was organized to accommodate student's varying levels of English and Spanish oral language proficiencies (beginner, intermediate, and advanced). In order to address the different levels of oral language proficiency, all of the instruction in content area classes (language arts, mathematics, social studies, etc.) also was organized by proficiency levels. All students participated in an academic schedule that corresponded to their native language and English proficiency levels. Intensive balanced literacy in the native language was provided in the core curriculum. Thus, if the student was Spanish-speaking, a phonemic-based program entitled *'Esperanza'- 'Hope'* was used. If the student's native language was a language other than Spanish, a phonemic approach was incorporated into the intensive ESL strand.

Initially, the students' English and Spanish oral language proficiencies were assessed, and the assessment included a review of the students' educational background. Based on the outcomes of those assessments, an appropriate instructional placement was determined. The English Language Arts and Reading classes were taught in English. The language of instruction of the other subjects varied depending on the educational background of the students. A student's schedule could consist of English, reading, social studies, science, mathematics, TAAS-practice and review, and appropriate electives.

Students were encouraged to take Health, Speech, and Spanish for Native Speakers for high school credit. The class periods lasted fifty minutes. Achievement and academic progress data were maintained by the classroom teachers and project manager, and not included in this section.

One of the instructional methods used by the ELLA teachers was Sheltered Content Teaching (SCT). This methodology is different from traditional ESL instruction because the primary goal is to make the language used during the instruction comprehensible to all students; and the focus is to facilitate the understanding of the academic subject matter concepts, principles, content, and vocabulary. The emphasis is on the subject matter and not the language. Only English language learners are assigned to Sheltered Content classes. All of the content area classes use thematic units and Texas Essential Knowledge and Skills (TEKS) objectives.

Staff and Professional Development

The instructional staff at the academy consisted of eight teachers and a project facilitator. Two teachers were assigned to each of the following subjects: ESL/English, social studies, science, and mathematics. The project facilitator was responsible for ensuring initial student identification and placement; conducting the student and parent interviews; making home visits; being the liaison with the other participating middle school; conducting monthly parent meetings; collecting student data, and performing other administrative responsibilities. Every six weeks, the instructional team met to review the progress students were making on their language acquisition, and to determine if the students were ready to be advanced to the next reading group/level.

Along with other district teachers, the program staff participated in a week of training on Sheltered Content Teaching provided by Dr. Lupe Lloyd. The focus of the professional development was to help teachers acquire the essential skills to provide Sheltered English instruction in the content areas. Following the training, Dr. Lloyd visited the school sites and provided teachers with specific instructional guidance regarding their implementation of Sheltered Content Teaching methodology and ESL strategies. In addition, the teachers attended professional staff development in their respective content areas, and would often observe other academy teachers while they implemented Sheltered Content Teaching and ESL strategies.

Budget

The program budget provided $209,000 for the salaries of the project facilitator and four teachers, and $3,000 was allotted for professional staff development. *Lexia-Strategies for Older Students*, a reading software for middle and high school students, was purchased by the program for $11,000; and $10,000 was allotted for books and supplies. Among the books purchased were: *English at Your Command, English Discoveries, English Yes, Fono Libros, Farolitos*, and dictionaries that students were able to keep. ELLA was funded primarily with resources from the EIEP grant.

RECOMMENDATIONS

Based on the LEP student data gathered for the 2000-01 school year, the following recommendations are suggested for consideration.

1. LEP students especially, those in middle/junior high and high school, who have not acquired sufficient academic English proficiency to transition to an all-English classroom environment will need accelerated instruction. Early review of LEP students' academic performance will determine the type of language and academic support they will need to pass the English TAAS. Knowing the type of instructional needs of LEP students can assist the administrator in making instructional resource allocations and staff projections, planning professional development, and purchasing appropriate instructional materials.
2. Although the percentages of LEP students passing English and Spanish TAAS have increased through the years, the passing standards have become more rigorous. Therefore, more specific guiding standards and expectations for academic progress in the bilingual and ESL classroom must be defined. For example, student assessment data can be studied at the campus and classroom level, and used to guide instruction and determine the progress students are making towards specific achievement goals.
3. Although the ELLA is currently addressing the language needs of students at Webb MS, other middle/junior high schools with a high concentration of immigrant students should review the instructional model and determine if it would be viable on their campuses. In addition, the middle schools should establish the necessary linkages with the LPAC chairperson at the receiving high schools in order to facilitate the student's instructional placement.
4. To improve the achievement of LEP students, Austin ISD must continue to offer and encourage campus staff attendance at professional staff development in second language acquisition, successful strategies for struggling readers, preparation and practice for ESL and bilingual certification examinations, and legal changes in the Texas Education Code regarding assessment, and the governance of the LPAC. In addition, Austin ISD should continue to develop the ESL Workshop Series and Sheltered Content Teacher Training that were started in 2000-01 for in middle/junior high and high school teachers.
5. The LPAC committees should utilize the RPTE scores of students who did not change English proficiency levels, from beginning to intermediate or intermediate to advanced, to determine instructional and testing decisions.
6. Develop a database that will allow LEP summer school participants to be examined over time to determine if there is a relationship between summer school participation and passing TAAS reading.

APPENDICES

APPENDIX A

Text of 19 TAC

Chapter 89. Adaptations for Special Populations

Subchapter BB Commissioner's Rules Concerning State Plan for Education Limited English Proficient Students

89.1260. Monitoring of Program and Enforcing Law and Commissioner's Rules.

a) Texas Education Agency (TEA) staff who are trained in assessing bilingual education and English as a second language programs shall monitor each school district in the state and enforce this subchapter in accordance with the Texas Education Code, 29.062 and 42.153.

b) To ensure a comprehensive monitoring and assessment effort to each district at least every three years, data reported by the district in the Public Education Information Management System (PEIMS), data required by the commissioner of education, and data gathered through on-site monitoring will be used.

89.1265. Evaluation

a) All districts required to conduct a bilingual education or English as a second language program shall conduct periodic assessment and continuous diagnosis in the languages of instruction to determine program impact and student outcomes in all subject areas.

b) Annual reports of educational performance shall reflect the academic progress in either language of the limited English proficient students, the extent to which they are becoming proficient in English, the number of students who have been exited from the bilingual education and English as a second language program, the number of teachers and aides trained and the frequency, scope, and results of training. These reports shall be retained at the district level and be made available to the monitoring teams according to 89.1260 if this title (relating to Monitoring of Programs and Enforcing Law and Commissioner's Rules).

c) Districts shall report to parents the progress of their child as a result of participation in the program offered to limited English proficient students in English and in home language at least annually.

d) Local program approved under 89.1255 of this title (relating to Local Plan) shall develop a comprehensive evaluation design which utilizes formative and summative evaluative processes and specifically detailed performance measures for the limited English proficient students proposed to be served each year.

e) Each school year, the principal of each school campus, with the assistance of the campus level committee, shall develop, review, and revise the campus improvement plan described in the Texas Education Code 11.253, for the purpose of improving student performance for limited English proficient students.

APPENDIX B

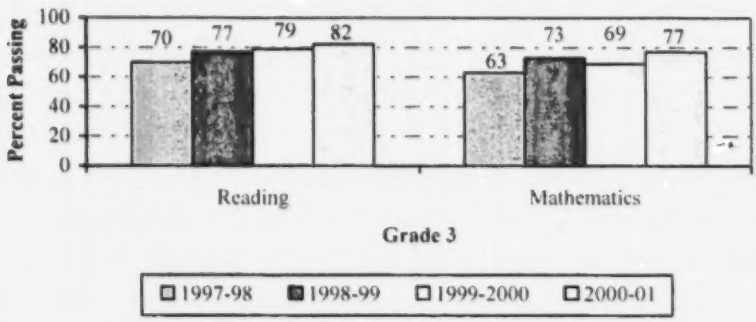
Austin ISD LEP Students, Number Tested and Percentages Passing English TAAS, by Grade Level, 2000-01

Grade	Reading		Mathematics		Writing	
	Number	Percentage Passing	Number	Percentage Passing	Number	Percentage Passing
3	267	82%	279	77%	*	*
4	431	75%	484	78%	381	71%
5	470	67%	501	84%	*	*
6	345	41%	347	59%	*	*
7	428	39%	421	55%	*	*
8	382	49%	383	62%	412	30%
10/Exit	349	42%	357	52%	351	39%

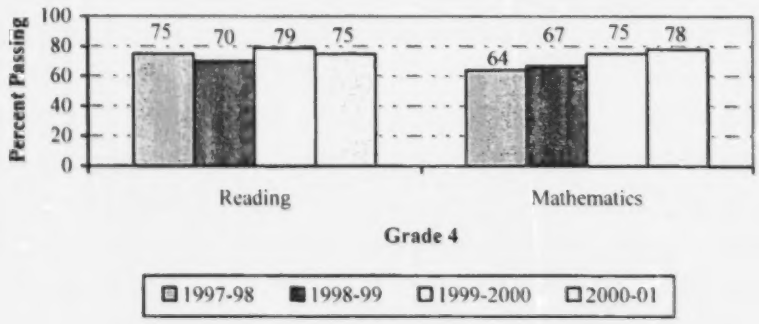
Data Source: Austin ISD Student Records

APPENDIX C

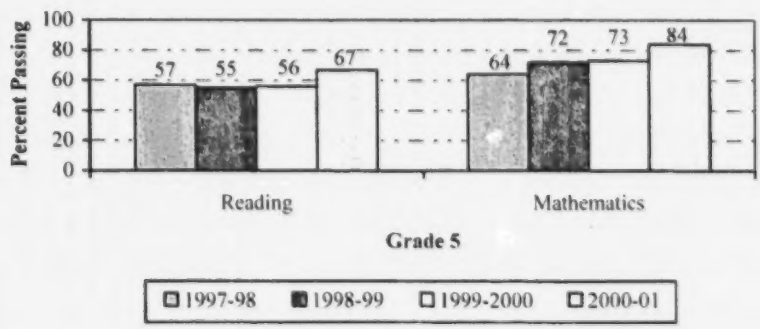
Austin ISD LEP Students, Percentages Passing English TAAS in Reading and Mathematics, School Years 1997-98 Through 2000-01, Grade 3



Austin ISD LEP Students, Percentages Passing English TAAS in Reading and Mathematics, School Years 1997-98 Through 2000-01, Grade 4

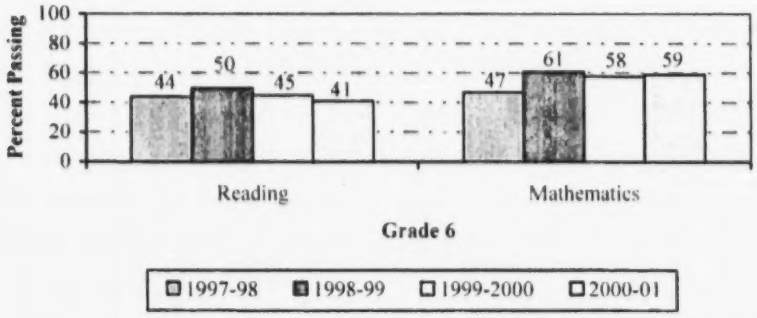


Austin ISD LEP Students, Percentages Passing English TAAS in Reading and Mathematics, School Years 1997-98 Through 2000-01, Grade 5

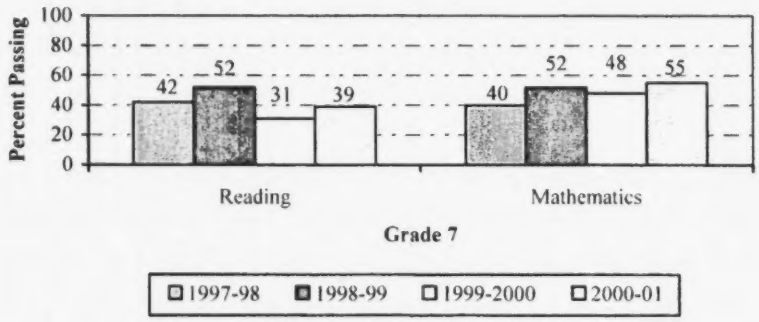


Appendix C (continued)

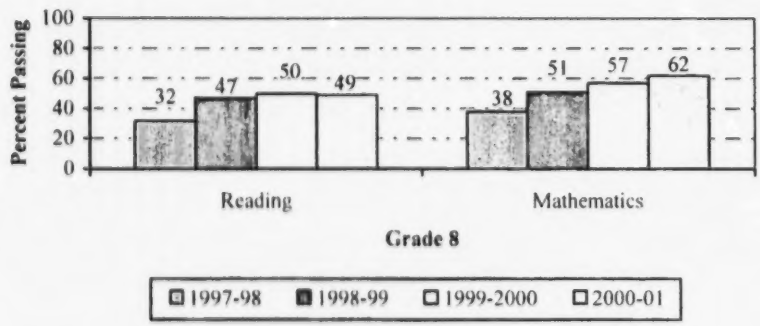
Austin ISD LEP Students, Percentages Passing English TAAS in Reading and Mathematics, School Years 1997-98 Through 2000-01, Grade 6



Austin ISD LEP Students, Percentages Passing English TAAS in Reading and Mathematics, School Years 1997-98 Through 2000-01, Grade 7

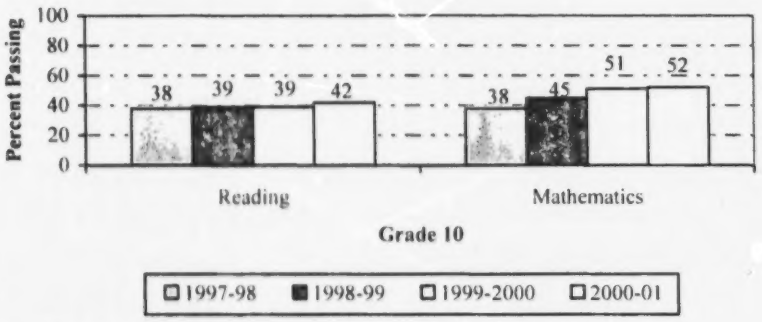


Austin ISD LEP Students, Percentages Passing English TAAS in Reading and Mathematics, School Years 1997-98 Through 2000-01, Grade 8



Appendix C (continued)

Austin ISD LEP Students, Percentages Passing English TAAS in Reading and Mathematics, School Years 1997-98 Through 2000-01, Grade 10



Data Source: Bilingual/ESL Program Reports 1997-98, 1998-99, 1999-2000, 2000-01

APPENDIX D

Comparison Chart of LEP Students Served versus LEP Denials, 2000-01

Indicators	Elementary School		Middle School		High School	
	LEP Served	LEP Denials	LEP Served	LEP Denials	LEP Served	LEP Denials
Number	9,244	373	1,661	322	947	378
Male	51%	54%	54%	60%	55%	52%
Female	49%	46%	46%	40%	45%	48%
Ethnicity						
African American	0	2%	0	0	1%	1%
Hispanic	93%	84%	93%	94%	92%	94%
Other	7%	14%	7%	6%	7%	5%
Low Income	90%	73%	88%	78%	74%	68%
Overage by 1 Year	8%	15%	23%	22%	55%	42%
Special Education	8%	31%	11%	34%	6%	22%
Gifted and Talented	2%	4%	1%	1%	0	0
Attendance Rate						
Fall	96.8%	96.6%	95.0%	94.0%	87.9%	87.2%
Spring	96.1%	96.0%	92.2%	91.0%	80.4%	83.9%
Discipline Rate						
Fall	0.3%	0.5%	8.6%	14.0%	7.4%	8.5%
Spring	0.6%	1.1%	9.5%	18.3%	9.9%	11.6%
Grade Point Average						
Fall	N/A	N/A	81.3	79.6	76.6	74.8
Spring	N/A	N/A	82.5	80.3	75.3	74.5

Data Source: Austin ISD Student Records

APPENDIX E

Teacher Suggestions for Summer School Training Improvement

Suggestions
1. Allow time during the training or set time aside at a later date for a "Make and Take" workshop even if there would be a fee for materials.
2. Provide the training a week prior to the beginning of summer school. This would allow the teachers time to organize their notebooks, use some of their own literacy center materials, and prepare instructional materials for the literacy centers.
3. Include dividers in the binders to separate the different topics addressed, such as weekly lesson plans for the different reading levels, early vs. emergent, a table of contents, and number the articles and hand-outs to facilitate use during the training.
4. Differentiate training between the more experienced teachers and the new teachers. For instance, half of the could be dedicated to each group and their respective learning concerns, and the rest of the time could be shared.
5. Provide separate training sessions for bilingual and ESL teachers.
6. Provide more spacious training facilities, ensure all of the equipment is in working condition, and the number of hand-outs are sufficient.

Data Source: Summer School Teacher Training, Evaluation Forms, May 2001

APPENDIX F

LEP Summer School 2001
Daily Schedule – Kindergarten & First Grade

7:45 - 8:15	**Debriefing (Staff)**
8:00 – 8:20	Breakfast (Students)
8:20 – 8:30	**Arrival, Print Awareness, Familiar Reading** Students prepare for the day: early bird activities, book and literacy center selections, informal conversations, and morning message.
8:30 – 9:00	**Shared Reading (Should start by 8:30)** (Big Books/small books, poems, charts, song). Phonemic awareness.
9:00 – 10:00	**Guided Reading, Literacy Centers & Shared Reading** **Teacher Demonstrates and Models Cent**ers Two or three guided reading groups daily for approximately 20 minutes while other students work at literacy centers. Include time for ongoing assessment of several students each day. Between groups, briefly check and assist students at literacy centers as needed. Students read independently. Check student book selections, and provide individual reading instructions for students.
10:00 – 10:30	**Writing** ***Shared *Interactive *Guided**
10:30 – 11:00	**ESL Centers Whole Group** Teacher confers with students or small groups. Students share their writing. *Centers *Whole Group
11:00 – 11:20	Lunch (20 minute intervals)
11:20 – 11:30	Flexible Outside Schedule Gross Motor Skills
11:30 – 12:30	**Math** Students use manipulatives for problem-solving and computation; graphing (once a week) occasional read-aloud and shared writing related to math concepts.
12:35 – 12:50	**Read – Aloud / Phonological Awareness** A variety of genres, authors, and topics are included as part of the read-aloud.
1:00 – 1:15	**Closing/Dismissal**

Data Source: LEP Summer School Records

APPENDIX G

Number of LEP Students in Summer School by Campus, 2000-01

School	Number of K Students	Number of Pre-1st Students
Barrington	148	160
Blanton	118	130
Brooke	106	157
Dawson	67	61
Rodriguez	156	194
Wooten	100	135
Total	695	837
(Percent)	(45%)	(55%)

Data Source: LEP Summer School Records

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